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ABSTRACT

This is the annual report (1966-67) of the Parenting Materials Information Center (PMIC), a project of the Southwest Educational Development Laboratory designed to collect parenting materials, generate useful information about them, and store that information in a replicable, self-contained information system that would make the information available for easy retrieval. Goals identified for the year included continuing the growth and development of the data base created over the previous three years, expanding the scope of analysis of materials to incorporate information about ethnic and sex role characteristics and exploring strategies for disseminating and replicating information already collected and products already developed. Described in this report are procedures for the maintenance and updating of the PMIC Collection, the development of ethnic and sex role coding guidelines, dissemination activities, activities concerned with program replication, and implications and recommendations for the future. Approximately 150 pages of appendices include program materials. (SB)

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FINAL REPORT

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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I. RATIONALE

A. Purpose

The purpose of the Parenting Materials Information Center (PMIC) project was to continue the growth and development of the data base of the existing PMIC created over the previous three years. This continuation was to be accomplished by acquiring new materials, by expanding the scope of the analysis to incorporate information about ethnic and sex role characteristics, and by further exploring strategies for disseminating and replicating information already collected and products already developed.

B. Need

An examination of the needs and state of the art concerning early childhood education by Southwest Educational Development Laboratory (SEDL) in 1973 pointed towards parenting as one area needing more research and development (Context Analysis, 1973). Specific needs in the area of parenting information were identified during the development and implementation of compensatory education programs beginning with Head Start in 1965 (Stern, 1967). Massive federal funding of compensatory education created both the need and the means for educators to investigate and assess the effects of parents on the learning processes of their children enrolled in such programs (McLaughlin, 1973; MIDCO Educational Associates, Inc., 1972; Stearns and Peterson, 1973). The scope of these early investigations on parental effect on learning was expanded until all aspects of parent-child interactions were included (Lazar and Chapman, 1972). Concomitantly, there was an increase in the number and scope of programs designed to develop parenting skills (Gilmer et al., 1970; Grey and Klaus, 1969; Garfunkel, 1970). A rapid proliferation of materials followed these programmatic efforts but the products in many cases were designed for a specific locale. Lack of dissemination severely limited the availability and use of many materials.

The 1973 Context Analysis concluded that a number of materials and models for parenting education and training existed or were being designed. However, materials were often lacking in quality, employed a variety of media, were scattered throughout the nation, and were known and used primarily by the originators at local sites. It was clear that as the number of training programs for parents and caretakers increased, information about them needed to be more widely diffused. With adequate dissemination product development would not be as likely to be duplicated and training programs could benefit from procedures already found to be effective. In 1974, SEDL was funded by the National Institute of Education to develop a Parenting Materials Information Center model which responded to the need to provide more parenting information as identified in the Context Analysis. The strategy proposed was to collect parenting materials, generate useful information about them, and store that information in a replicable, self-contained information system that would make the information available for easier retrieval by practitioners who needed it. The conceptualization and operation of the PMIC was refined and clarified so as to better serve the information needs of potential users from local communities, school districts, early education programs and social service programs.

In a little over three years, the PMIC has become one of the most complete and up-to-date collections of parenting materials in the nation.

Selected materials in the collection have been analyzed and indexed, and a description has been prepared about each material analyzed. The indexing information has been stored in a mechanical device called an Optical Coincidence System, described in detail elsewhere in this report. The Indexing information consists of terms dealing with the content, format, target audience, and other critical areas necessary to describe the materials and their use. The availability of the actual materials provides people in the Austin and Central Texas area with an opportunity to examine the materials. The information data base can be searched and used to answer questions posed by users either directly or mediated by the PMIC staff. In the process of developing the PMIC, several alternative dissemination strategies have been used to reach different segments of the target audiences.

In the course of developing the PMIC, three additional needs became apparent: (1) the need for information about ethnic and sex role characteristics of the materials, (2) the need for alternative dissemination strategies for the PMIC, and (3) the need for a replication strategy for the PMIC. Many users of the PMIC evidenced concern about the ethnic, cultural and sex role characteristics of educational materials in general and parenting materials in particular. These concerns took the form of requests for materials appropriate for certain segments of the target population, such as low-income Blacks or Mexican Americans. Some of these considerations possibly could have been met by selecting materials in Spanish, for example. This, however, was no guarantee that the materials would be culturally relevant and contain pictures and other characteristics that could increase their appropriateness for a given group. The current view of minorities and how to best serve their needs is based upon the premise that minority group self-concepts and ideas of self-worth are of great importance, not only to the individual but also to the group. Thus, the manner of group representations in materials can contribute to the development of positive or negative self-concepts. A group that does not find itself portrayed in a positive manner will not receive feedback needed to build and strengthen its self-concept. This process can also occur at the individual level. The same needs apply to the portrayal of sex roles and models in current instructional materials.

During the three-year development it became clear that dissemination held the key to achieving full potential use of the PMIC. The quality and quantity of information contained in the PMIC can serve no purpose until it is retrieved and used. Problems of dissemination were present from the beginning of the project. One peculiar aspect of parenting and parent education is its truly interdisciplinary nature. This means that no single profession has been successful in claiming parenting as its special province. The people engaged in parenting education activities are equally likely to come from early education, adult education, home economics and family life education, social service, psychology, educational psychology, or the health professions. Thus, most people involved with parenting belong to groups whose primary area of concern is not parenting. The normal professional communication networks such as journals, newsletters and special interest groups within professional associations do not regularly publish information which directly addresses the needs of the parenting education community. One additional factor complicating the dissemination of parenting information was the use of paraprofessionals, especially those trained to work with parents, who had occupational titles such as home visitors, toy demonstrators, parent workers, etc. The task of reaching such a diverse array of professionals required the use of a variety of dissemination strategies. Despite the difficulty of reaching a diversified professional audience, an even more difficult task was involving parents in the use of this resource.

One way to increase the usefulness of the PMIC is by setting it up where it is needed and accessible. The Parenting Materials Information Center was designed to be an exportable, replicable system. Thus, the choice was made using the Optical Coincidence System as a storage and retrieval medium and the Information Sheet as a secondary document to be produced for each analyzed material. It allowed for reproduction of the system and its installation in other localities.

Through replication the PMIC enables many more clients to have access to information about parenting materials. The model for replication, called the Parenting Materials Index (PMI) consists of 178 descriptor cards, a backlighted stand, 9 volumes of 1755 Information Sheets, User's Handbooks, Search Forms and Operator's Manual. This self-contained system can be reproduced and installed on a desk top, and can become part of an on-going library or resource room or serve as the initial part of one. It should be noted that the PMIC (or Center) is distinct from the PMI (or Index). The PMIC consists of the PMI *and* the actual materials; it is the prototype which is housed at SEDL. The PMI is the retrieval system which is used by the PMIC and the replication sites. The exploration of the specific nature of the relationships between replication sites and the central PMIC as well as the problems associated with the installation and use of this resource constitute important objectives of this effort.

C. Goals and Objectives

The basic goals of the PMIC project responded to the needs identified in the previous three years. A major goal was to broaden the scope of the analysis of the parenting materials to include information about the ethnic/cultural and sex role characteristics of selected materials. The challenge for educators is to remove all the artificial barriers that prevent the full development of human beings regardless of sex, ethnic, or cultural background. These barriers have to be identified first, and the purpose of this aspect of the analysis and description of materials was to alert the potential user about the salient characteristics of the materials in these areas. A second goal was to implement additional dissemination and replication strategies. At the same time, it was necessary that the holdings of the PMIC collection be kept up-to-date by the acquisition and analysis of currently available materials, and that there be a continuous refinement of the overall process.

The specific objectives for the PMIC project were:

1. To update the collection of materials, to increase the number of materials analyzed and incorporated into the storage and retrieval system and to refine the PMIC system.
2. To revise the analysis process to incorporate a description of the ethnic, cultural and sex role characteristics of selected materials, particularly audiovisual materials.
3. To continue implementing dissemination activities and to assess the relative effectiveness of various strategies with different segments of the target population.

4. To design and implement alternative replication strategies, modes of use and operation of the PMIC, and to explore potential alternatives to consolidate the PMIC as a permanent, ongoing operation.

D. Outcomes

The planned refinements in the PMIC system were expected to expand the ability of the PMIC to serve its users by increasing the chances of identifying current and appropriate materials for various segments of the target population. Thus, particular emphasis was given to updating and maintenance of the PMIC collection and expansion of analysis to include ethnic and sex role guidelines. The additional dissemination activities were to have resulted in greater coverage and visibility in the area of parenting resources, and the experience gathered would permit the design of product implementation strategies that increased the potential usefulness of the PMIC and its replications. The replication sites were to have resulted in testing of the PMI model, thereby gaining experience in setting up the PMI and evaluating the problems associated with implementation.

II. PMIC MAINTENANCE AND UPDATING

A. Description of the PMIC Process and Hardware

One of the goals of the original PMIC project in 1974 was to develop a model that could be replicated in other locations in the country. In order to accomplish this, the collection had to be reduced to a set of documents with the same format and the same type of basic information. It would be these documents and a system to retrieve them that would be reproduced and exported.

An examination of information retrieval systems in operation at this time pointed toward an Optical Coincidence System. The optical coincidence system consists of a set of 9" x 9" opaque plastic index cards, a hole drilling machine for input, and a backlighted card viewing device for output. This system was made an integral part of the PMIC, and has proven to be successful in meeting the needs of PMIC users and staff, as well as being exportable and self-contained.

The key feature of the system is the opaque plastic index (or descriptor) card. This card contains 100 vertical code positions and 100 horizontal code positions for punching holes: a total of 10,000 positions. All hole or code positions radiate across and up from the lower left-hand corner. To identify these positions, a four-digit numbering method is used. The first two digits represent the vertical positions and the last two digits, the horizontal positions. For example, position number 2256 would represent a hole location 22 positions up from the card's left-hand corner and 56 positions to the right. All like hole positions represent the same number on each card.

Each descriptor card in the PMIC Information Retrieval System represents a particular term that has been included in the indexing language. These terms were derived from the examination of a large and representative number of materials in the collection, covering various dimensions such as content, format, language, etc. The indexing language, organized into a Dictionary of Terms, aids in the control of the terms used in the indexing as well as in the search and retrieval of information. The Dictionary of Terms constitutes the bridge between the language used by the producers and developers of materials and the natural language of the users or potential users of those materials. The Dictionary represents a compromise between the precise scientific and technical vocabulary used to describe subject matters and characteristics, and the more informal and less controlled natural language of the non-specialist user. (See Appendix A for Dictionary of Terms.)

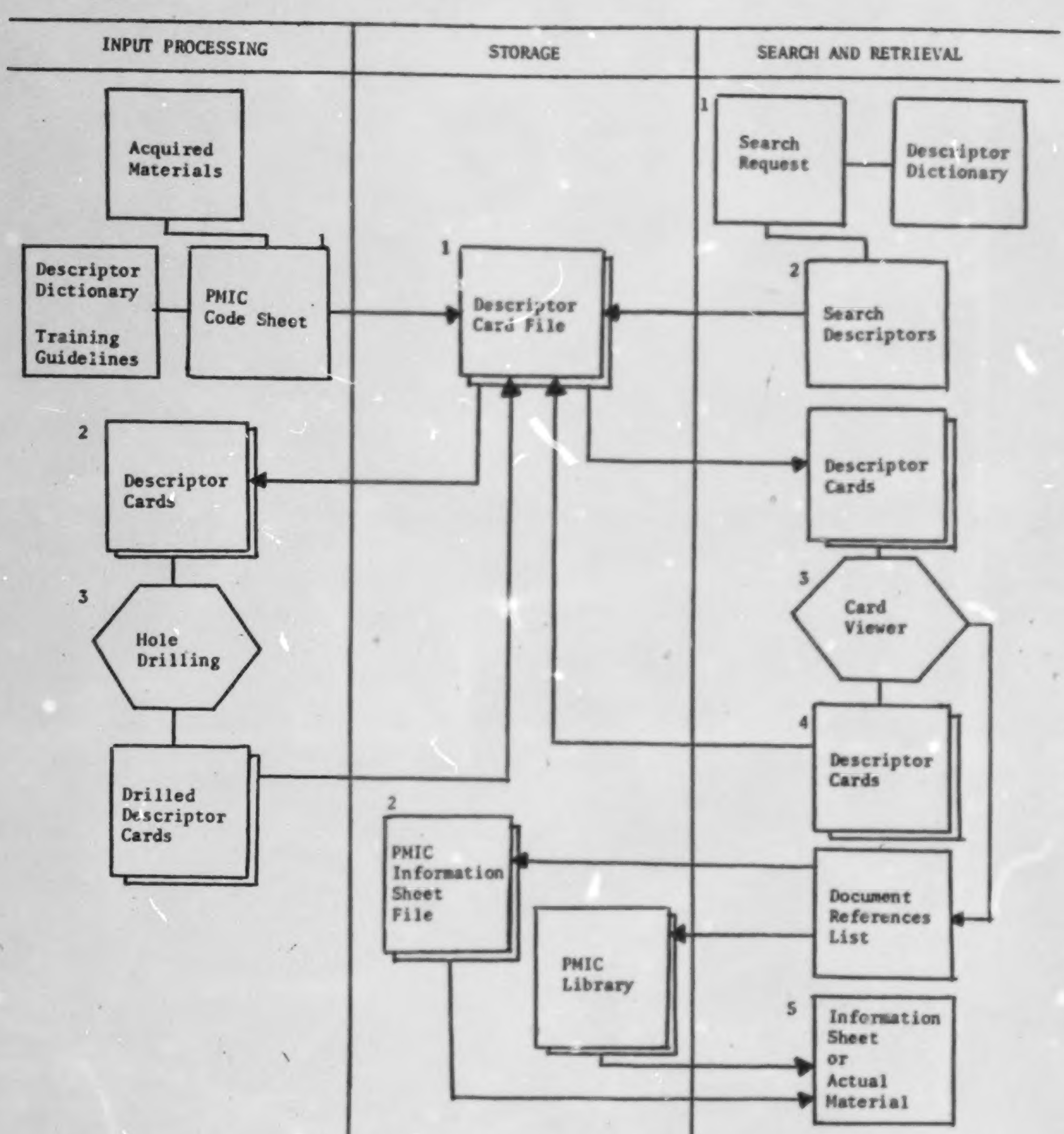
The input processing sequence of the Information Retrieval System begins after an item or piece of material has been analyzed. One of the products of the process of analysis is the PMIC Code Sheet, on which the analyst has recorded, in addition to identifying data, the descriptor terms which apply or have been assigned to the material. (See Appendix A for sample Code Sheet.) At the time of input into the system, the material is assigned the next four-digit number available (Document Number) beginning with 0001. The other instrument, the Information Sheet, is also assigned the same number and placed properly in the Document File. (See Appendix A for sample Information Sheets.) A material is added to the system when an operator pulls all the descriptor cards corresponding to the terms assigned to the material by the analyst, and proceeds to drill a hole in the location assigned to that material (four-digit Document Number) through all cards simultaneously. The descriptor cards are then returned to their proper places in the card file.

In a search situation, the user of the Parenting Materials Index must first identify the basic terms or descriptors that define the search goal, with the aid of the Dictionary of Terms. Once the search is formulated in the language of the system, the corresponding descriptor cards are withdrawn from their file and superimposed on top of the backlighted viewer. Dots of light will shine through the coincident holes and thus indicate the documents or materials indexed under the search terms. The identity of the Document Number is revealed by use of a scale of reference to the vertical and horizontal position of a given hole.

In cases where the user feels that too many references are indicated, he or she may refine the search question by employing additional terms and superimposing them on the set already selected. Conversely, if the search reveals too few or no materials meeting all the characteristics defined by the descriptors selected, the user may change the scope of the search by eliminating certain terms or by replacing them with others less restrictive or less precise.

Once satisfied with the search results (in terms of number of materials indicated) the user has the choice of either examining the Information Sheets corresponding to the materials indicated, and/or examining the actual materials if the search is conducted in person at the PMIC Headquarters. In either case, the information provided on the Information Sheet whould be sufficient to help the user make some tentative decisions about suitable materials and to provide him or her with information necessary to obtain the materials directly from the publisher, distributor, etc. The total search routine, including document retrieval, can be accomplished in just a few minutes. A diagram of the PMIC Information Retrieval System, including input processing, storage, and search and retrieval, appears in Figure 1.

FIGURE 1
PMIC INFORMATION RETRIEVAL SYSTEM


INPUT PROCESSING
STORAGE
SEARCH AND RETRIEVAL
Acquired Materials
Descriptor Dictionary
Training Guidelines
1
PMIC Code Sheet
2
Descriptor Cards
3
Hole Drilling
Drilled Descriptor Cards
1
Descriptor Card File
2
PMIC Information Sheet File
PMIC Library
1
Search Request
Descriptor Dictionary
2
Search Descriptors
Descriptor Cards
3
Card Viewer
4
Descriptor Cards
Document References List
5
Information Sheet or Actual Material

1. Analyst lists key terms on Code Sheet with aid of Dictionary.

2. With Code Sheet PMIC Staff withdraws appropriate term cards from file.

3. Holes are drilled in grid positions reflecting document number. When completed, cards are returned to file.

1. The Descriptor Card File is maintained in numerical order and consists of about 270 authorized terms.

2. Both the materials and Information Sheet File are located in close proximity to the Descriptor Card File.

1. User, with aid of Dictionary, settles on search terms.

2. User withdraws proper cards and places them over light source.

3. Light showing through a hole identifies a document number with coincident terms.

4. Document numbers are noted and cards are returned to file.

5. The user goes to file to withdraw cited Information Sheets or actual materials.

B. Development of the PMIC Collection

A continuing task of utmost importance in the operation of the PMIC is the maintenance of a current, comprehensive collection of materials and the refinement of the indexing language. As knowledge about the subject of "parenting" and all that it entails increased, the types of materials chosen for inclusion in the collection became more clearly defined. The refinement and revisions of the indexing language also revealed directions to proceed in order to achieve good coverage of content and other characteristics of materials. Increased contact with parents and those who work with parents provided invaluable insight into the needs and orientations of people involved in parenting and parent education.

The emphasis of the materials added to the collection in 1976-1977 was on the more practical "how to" materials rather than on research-oriented materials. The materials added during the year included commercially produced books, magazines, kits and packaged materials for easy individual and group use, inexpensive government and foundation publications, and audiovisual materials.

A variety of sources were used to build the PMIC collection. Initially, a form letter requesting new catalogs was sent to approximately 200 publishers from whom materials were purchased in the preceding three years. These catalogs were reviewed and complimentary copies of appropriate materials were requested. Two hundred and seventy (270) complimentary materials were received as a result of this effort. The PMIC was on the mailing lists of these publishers, and catalogs were received and reviewed continuously. In addition, magazines, newsletters, journals, and newspapers were reviewed on a regular basis. As new materials arrived they were searched for important references or bibliographies. The monthly review magazine, Library Journal, was reviewed each month and appropriate materials identified and acquired. Regular visits to a large bookstore in the Austin area were made to identify and purchase new materials. Attendance at conferences related to parenting led to sources of new and soon to be available (developing) materials. Referrals were also made by other people working in the area of parenting.

Special emphasis was placed on the search and acquisition of Spanish/bilingual materials and sources for these materials and catalogs were requested from publishers. It was found that few Spanish/bilingual materials were available in the areas of parenting/parent education/parenting involvement, and many of the materials received were direct Spanish translations of English books. Twenty-eight (28) Spanish/bilingual materials were added to the collection as a result of this search.

A concerted effort was also made to locate instructional materials for professionals to use with parent groups. These types of materials were in great demand, but few were available. A total of 25 instructional materials were added, the majority of which were produced by Parents' Magazine Film, Inc.

Special emphasis was also placed on the search and acquisition of materials for Black parents. Letters were written to leading experts in Black parenting requesting any references or information they might be aware of on the needs of Black parents. Materials recommended by them not already part of the PMIC were ordered. The experts confirmed the past finding that few materials have been developed especially for Black parents.

Tables 1 and 2 list by format the number of materials acquired from November 1976 to October 1977 and the total since the beginning of the project. Table 3 indicates the total number of materials acquired within each content area and the percentage of those that were analyzed.

TABLE 1

MATERIALS ACQUIRED FROM NOVEMBER 1976 TO OCTOBER 1977

Books	603
Booklets	100
Instructional Materials & Audiovisuals	89
Bibliography	5
Newsletters & Magazines	11
TOTAL	808

TABLE 2

CURRENT PMIC HOLDINGS AS OF OCTOBER 15, 1977 LISTED BY FORMAT

Books	1563
Booklets	1108
Programs	288
Audiovisuals	273
Kits & Posters	68
Bibliography	96
Papers	164
Newsletters & Magazines	60
Miscellaneous	18
TOTAL	3638

TABLE 3

PERCENTAGE OF MATERIALS ANALYZED
LISTED BY MAJOR CONTENT AREA

Content Area	#Acquired	#Analyzed	Analyzed Percentage
Child Abuse	108	65	60%
Discipline	71	42	59%
Education & Educational Programs	454	152	33%
Exceptional Children	526	194	37%
Family	422	257	61%
Health & Safety	291	127	44%
Language & Intellectual Development	76	45	59%
Multiethnic/Multicultural Heritage*	56	4	7%*
Parent-Child Activities	341	188	55%
Parent/School/Community Involvement	271	94	35%
Parenting	362	221	61%
Physical & Sensory Development	27	10	37%
Pregnancy & Birth	222	113	51%
Sexual Development & Education	100	62	62%
Social & Emotional Development	311	206	66%
TOTALS	3638	1780	49%

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* It should be noted that the low percentage of analyzed materials in this subject area was due to the process of revising major areas. The materials currently cataloged in the Multicultural/Multiethnic Heritage section are those which deal exclusively with the history and heritage of ethnic groups in the United States. In the staff's judgment the content of materials in this section was considerably different from the rest of the collection in that it was not for or about parents, parenting, parent education or parent involvement. This major area of the collection now contains only heritage material. All materials concerned with parents, children, education, community involvement, etc., which are about or for ethnic group parents are in subject areas corresponding to their respective foci. They have been analyzed along with the other materials in those major areas.

C. Revisions of Indexing Language

The indexing language used by a materials analyst to enter materials into the retrieval system and by the user to retrieval materials dealing with specific topics, was reviewed and revised at the beginning of this funding period. The goal was to have a set of clearly defined, non-overlapping, descriptive terms commonly used by the target audience.

Increased experience with the process of analysis and the continuous addition of new materials pointed to the desirability and need for consolidating terms and major areas, creating new terms, and clarifying definitions of terms already established in the system. Furthermore, since the indexing language was the medium through which users communicate with the PMIC, increased exposure to users from different disciplines and orientations suggested further language indexing refinements in the Information Retrieval System.

The procedure for review and revision of the indexing language consisted of several steps and related operations. The cards representing each descriptor were examined to determine how many materials they represented. Descriptors with few or no indexed materials were omitted or combined with other related descriptors; where needed, new terms were added. (See Tables 4-8.) Some major content areas with few materials were examined: "Group Relations and Training" was incorporated into another major area and "General Resources" was dissolved. Four major areas with similar contents were collapsed into two. (See Table 5.) Target audience terms and related specific content terms were examined for overlapping, and if the majority of the materials represented were the same, they were combined into one descriptor. (See Table 6.) Specific content terms within major areas were also examined for overlapping and combined if found to have the majority of materials in common. (See Table 6.) Some content terms were changed to make their meanings more obvious. (See Table 7.) Five new content terms were added and 17 were omitted. (See Table 8.) In addition to these 17, several content terms were incorporated into other terms, and the old terms were used as cross reference terms. (See Table 6.)

The Dictionary of Terms, which contained each descriptor with its definition as used within the PMIC and cross reference terms, was revised to reflect these changes. The Code Sheet, which is the input device, and the Search Form, which is used when conducting searches, were also revised. (See Appendix A for sample Code Sheet, Information Sheet, Search Form and Dictionary of Terms.)

TABLE 4

REVISED CATEGORY TERMS

Original Term	Revised Term
Audiotape	Audiovisual in General
Filmloop	
Slide	
Transparency	
Videocassette	Videotape
Game	Instructional Materials in General
Kit	
Individually Administered Instructional Material	
Guide	Book
Handbook	
Packet	Booklet or Book
Questionnaire	
Report	
Paper	
Test	
Textbook	Textbook/Workbook
Programmed Textbook	
Workbook	
Worktext	
Annual Publication	Magazine/Newsletter/Journal
Journal	
Magazine	
Newsletter	
Journal/Magazine Article	
Bilingual Teachers	Bilingual/Migrant Teachers
Migrant Teachers	

TABLE 5

COMBINED MAJOR CONTENT AREAS

Original Area	Revised Area
Academic Contents & Skills Early Childhood Activities	Parent-Child Activities
Education Large Scale Program	Education & Educational Programs
Group Relations & Training Parent/School/Community Involvement	Parent/School/Community Involvement

TABLE 6

COMBINED CONTENT TERMS

Original Term	Revised Term
Adoptive Parents Adoption	Adoptive Parents/Adoption/Adoptive Parenting
Adult and Continuing Education Adult Education Programs	Adult Education and Programs
Asian-American Heritage European-American Heritage	Ethnic/Cultural Awareness
Babysitting	Parenting in General
Bilingual/Bicultural Education Bilingual/Bicultural Educational Programs Migrant Education Migrant Educational Programs	Bilingual/Migrant Education & Programs
Black American Heritage	Black Parents and Ethnic/Cultural Awareness
Classroom Observation Orientation Meetings Home/School Activities	Home/School Activities
Cuban-American Heritage Mexican American Heritage Puerto Rican Heritage	Hispanic Parents and Ethnic/Cultural Awareness
Disadvantaged Children Society Influence	Society Influence
First Aid Home Safety	Home Safety and First Aid
Follow Through Programs Elementary School Education Elementary Education Programs	Elementary Education and Programs
Foster Parents	Foster Parents/Foster Parenting/Foster Families
Group Relations and Training Committees Parent Workshops Leadership Training Group Activities & Methods	Group Training

TABLE 6

(continued)

Original Terms	Revised Terms
Legislation About Child Abuse Detection & Reporting Child Abuse	Reporting and Laws about Child Abuse
Native American Indian Heritage	Native American Indian Parents and Ethnic/Cultural Awareness
Parent Advisory Committee	Parent Involvement Program Administration
Parent-Child Relationship Child Care in General	Parenting in General
Parenting Education Parenting Education Programs	Parenting Education and Programs
Prenatal Health & Care Pregnancy	Prenatal Health and Care
Preschool Education Day Care Programs Preschool Education Programs Parent Cooperative Programs	Preschool/Day Care Education & Programs
Science Social Studies	Science and Social Studies Activities
Secondary Education Secondary Education Programs	Secondary Education and Programs
Serious Childhood Ailments Common Childhood Ailments	Childhood Ailments
Sight and Touch Smell and Taste Hearing	Sensory Development
Single Parents One-Parent Families	Single Parenting/One-Parent Families/ Single Parents
Special Education Special Education Programs	Special Education and Programs
Stepparents Stepparenting	Stepparenting/Stepparent Families/ Stepparents

TABLE 7

REVISED CONTENT TERMS

Original Terms	Revised Term
Academic Contents in General	Academic Activities In General
Child Care in General	Parenting in General
Community Affairs	Community Dynamics
Early Childhood Activities	Parent-Child Activities
Foster Parents	Foster Parents/Foster Parent Families/Foster Parenting
Mathematical Readiness	Math Activities
Multicultural/Multiethnic Heritage & Contents	Multicultural/Multiethnic Heritage
Reading Readiness	Reading Activities
Science & Social Studies	Science & Social Studies Activities
Sex Education	Teaching About Sex

TABLE 8

OTHER CONTENT TERM CHANGES

Terms Added

Children's Books

Parenthood

Prejudice

School-Age Parents/School-Age Parenting/School-Age Parent Families

Terms Omitted

Adulthood
Anglo Parents
Asian-American Parents
Cash Sale
Credit Sale
English
English & French
Federal Agencies
French
Information Centers & Clearinghouse
Multiple Option
No Reading
Pictorial
Professional Organizations
Under Development
Variable Reading Difficulty Level

Terms Divided

Original Term	Divided Term
Adoptive/Foster Parents (divided into 2 descriptors)	Adoptive Parents and Foster Parents

D. Analysis of Materials

The analysis of materials was an ongoing activity throughout 1976-1977. Materials selected for analysis included new items as they arrived and selected materials from the current holdings. Special emphasis was placed on selecting materials from the content areas popular with users.

Three materials analysts were hired to work part-time for three months for the purpose of expanding the data base of the storage and retrieval system. The productivity of this group was uneven; consequently, the expansion of the data base did not meet expectations. A total of 355 materials were analyzed and entered into the storage and retrieval system during 1976-77. Table 9 indicates the number added within each content area and Table 10 indicates the formats of the materials analyzed.

TABLE 9

CONTENT AREAS OF MATERIALS ANALYZED NOVEMBER 1976 - OCTOBER 1977

Child Abuse	8
Discipline	12
Education & Educational Programs	6
Exceptional Children	23
Family	58
Health & Safety	23
Language & Intellectual Development	9
Parenting	67
Parent-Child Activities	32
Parent/School/Community	11
Physical & Sensory Development	2
Pregnancy & Birth	35
Sexual Development & Education	23
Social & Emotional Development	46
TOTAL	355

TABLE 10

FORMATS OF MATERIALS ANALYZED NOVEMBER 1976 - OCTOBER 1977

Books	273
Booklets	41
Instructional Materials	21
Films	20
TOTAL	355

E. Search Request Process

Currently, there are three main ways in which the PMIC is used: (1) Indirect use in the form of a mail search request, (2) Direct use by the client and (3) Indirect use in the form of a general mail request. In Indirect use in the form of a Search Request, the request generally arrives by mail on a form from one of the many brochures distributed throughout the country or by a telephone request. (See Appendix A for brochure, "The Parenting Materials Information Center".) In either case the actual search is conducted by a staff member, based on the description of the problem submitted by the user and the descriptors suggested. In many cases, the results of the retrieval, as specified, were unsatisfactory, and the staff member made decisions for substituting, adding descriptors, etc. Finally, judgments were made in terms of the actual materials retrieved and the Information Sheets finally selected were sent by mail. The response time was a function of the workload and mail service. This type of usage usually required the distant user to have access to a brochure to select descriptors for the search. Frequently, however, the staff read a letter and selected descriptors based on the information therein.

In Direct Use by the Client, the complete instructions are contained in the PMIC User's Handbook, and the client conducts successive searches by interacting with the PMIC retrieval system. This is an important method of use because it affords immediate feedback, correction of mistakes, substitution of descriptors, and a very fast response time.

In Indirect Use in the Form of a General Request by Letter or Phone, requests are usually for a copy of the PMIC listing, for a brochure, or for a specialized bibliography. The requests do not utilize a PMIC instrument such as the search form, and usually do not indicate how the user learned about the PMIC. When feasible, the request is responded to with the desired item which is sent by mail.

1. Mail Search Requests

Since January 1976, the PMIC has received 265 search requests through the mail (January 1976 - October 1976: 111; November 1976 - October 1977: 154). These searches have been conducted by the staff and the resulting Information Sheets mailed to the user. The PMIC provided this service for people who did not have the opportunity to use the system in Austin or at a replication site. This method serves to widen the range of system experience on a national level. When one is first introduced to the PMIC Retrieval System (Index) it appears to be a mechanical operation of pulling the descriptor cards chosen and retrieving the Information Sheets that meet those requirements. However, actual usage has revealed that it involves judgment on the part of the person conducting the search and experimentation with different combinations of the cards. These are the greatest advantages of the optical coincidence system - flexibility of the cards and immediate feedback. If mistakes are made (i.e., all the holes are blocked, the Information Sheets retrieved do not meet the stated needs) they can be easily and quickly corrected.

During 1974-75 (previous to the present period) many of the search requests received by mail were too broad to be answered in one search. The users usually marked numerous descriptors in several major areas which indicated a misunderstanding of exactly how the system works. As a result of these requests and comments received from users, the original User's Handbook was greatly simplified and revised. The brochure, "The Parenting Materials Information Center" containing a search form and designed for mass distribution, is the result of that revision. Now the handbook is used only at replication sites (as the Operator's Manual) while most requests are mailed on forms taken from brochures. These improvements have resulted in more succinct requests and thus more rapid response. (See Appendix A for copy of brochure and Operator's Manual.)

The needs statement which is filled out by the user is the first step in completing the Search Request Form. The PMIC staff member reads this statement and examines the chosen descriptors in order to get a complete grasp of the question. Often, the needs statement will briefly sketch the problem, while the descriptors provide several other points of interest that add more depth to the request. After a clear understanding of the user's question is established, the staff member often substitutes a more succinct or limiting descriptor. In some cases, additional descriptors are used, and in most cases, a number of descriptors are discarded. During 1976-77, the necessity to eliminate descriptors has fallen dramatically due to the handbook revision and brochure development. The brochure also limits mail requests to no more than three descriptors. Users may submit other request forms at later dates. Staff load has forced the PMIC to limit the scope of searches in order to meet the increasingly heavy demand. Principally, this limit has been fairer to a greater number of users. Despite this change, however, the volume at times has been high and responses have fallen behind.

When users do overcode (select too many descriptors) the experienced PMIC search person can often compensate. For example, if a user marks every format descriptor except booklet, no format descriptor is used and a booklet that is retrieved is discarded during examination of the Information Sheets. If the search request is not very specific and a large number of descriptors in one major area are marked, then the "In General" descriptor can be used. These descriptors record materials that deal with the entire major area, incorporating several of the more specific descriptors in the form of an overview of the subject or as a collection of specific units. This enables the searcher to perform one inclusive search of the subject area rather than several individual, specific searches.

Many such search request forms are overcoded to the point that the staff member must perform two or three separate searches instead of one. Perhaps the user wants information about several different areas of parenting such as Child Abuse, Parenting of the Exceptional Child, and Parent-Child Activities. These areas do not overlap and there are very few materials that would deal with all three subject areas. Unless the needs statement indicates that the user does indeed want only materials that incorporate all the areas marked, the search is divided into three separate searches and materials are retrieved for each subject separately.

The category descriptors, those other than content, such as format, availability, target audience, age level, language, and reading difficulty level, are very useful for limiting retrieval. For example, if a user wants information about all the materials dealing with Parenting in General, the retrieval will result in 280 materials. But if "Inexpensive" and "Book" are also chosen, the retrieval is reduced to 30 materials. In some cases, these "limiting descriptors" can be used alone, with no accompanying content term. In some situations, the user indicates an interest in a wide variety of content areas--some users mark every major area on the form. Such a search would be impossible to perform unless an additional limiting factor is included, such as Low Reading Level, Inexpensive, or Film. Then the search can be made with only the limiting descriptors, since there has been no preference or discrimination indicated in any content area.

For users who want no limiting factor added to the search (all formats, all age levels, all target audiences), it is usually suggested that they purchase the PMIC listing, Parenting in 1977: A Listing of Parenting Materials (in press). This listing contains all titles in the PMIC collection arranged by the 15 major content areas. Titles which have been analyzed are marked with an asterisk and followed by the corresponding document number. Thus, the user can get a better overview of parenting literature, select the titles that seem relevant to his or her needs, and write the PMIC for copies of the selected Information Sheets.

After manipulating the cards in various combinations and recording the resulting document numbers, the person conducting the search reviews the Information Sheets and selects the ones that best meet the needs as explaned in the user's needs statement on the Search Form. Thus, this last step requires a final subjective judgment by the person conducting the search. Conducting searches has led to continuous revising of the analysis and coding process and the retrieval system itself. The staff member conducting the search may think of a material in the collection that meets the needs of the user. If this material has been analyzed and is not retrieved, the Code Sheet is checked to determine whether it was coded correctly. At times, materials were correctly coded but incorrectly drilled. Both mistakes can be easily corrected by drilling new holes in the correct positions. On other occasions, the searcher would retrieve an Information Sheet that was obviously not applicable to the descriptors selected. In these cases, a mistake was probably made in drilling or coding the material, and the hole must be filled with a glue-like substance that blocks the light in that particular position.

Earlier this year, search personnel began compiling specialized bibliographies as searches were performed. This idea has greatly accelerated searches. As searches are processed, the various materials are noted by document numbers on a notebook page for that content descriptor. Comments such as format and reading level accompany each material notation. When a duplicate search is called for, the search person need only refer to this bibliography rather than repeating the entire search process. This device also has greatly enhanced inventory familiarity for search personnel. An eventual expanding bibliography for each descriptor is envisioned. (See Appendix A for sample bibliographies.)

During the past 12 months, the PMIC has processed 154 requests submitted by 146 users. Of these requests, 136 came by mail; 18 by telephone. The requests designated 511 content descriptors. In some cases, the staff person conducting the searches added descriptors; in other cases, descriptors were eliminated. In both instances, the objectives resulted in 419 searches, averaging 2.9 searches/user and 2.7 searches/request. Table 11 sets forth the 146 users into professional categories and Table 12 classifies the users by organization.

Table 13 sets forth subject areas requested according to content descriptors and their percentages. These percentages are based upon the total of 419 searches, i.e., the requests after the searcher has added or eliminated descriptors.

TABLE 11

PROFESSIONAL CATEGORIES OF INDIRECT USERS

Category	Percentage (%)
Parent Educators	20%
Child Development Specialists	19%
Teachers	14
Students	10
Psychiatrists, psychologists,	8%
Physical or Occupational Therapists	8%
Consultants	8%
Social Workers	7%
Parents	6%
Family Nurse Practitioners	3%
School Counselors	2%
Home Visitors	1%
Librarians/Resource Persons	1%

TABLE 12

INDIRECT USERS CLASSIFIED BY ORGANIZATION

Organization	Percentage (%)
Social Services (medical facilities, birth control clinics, welfare agencies, human development centers, mental health clinics, government administrative bodies, etc.)	31%
Schools and Colleges	23%
Child Care/Development Centers	16%
Parent Education Centers	10%
Educational Research/Development Labs	6%
Maternity Homes	2%
Information Clearinghouses/Resource Centers	1%
Children's Homes	1%
Classification Undetermined	10%

TABLE 13

REQUESTED SUBJECT AREAS

Subject Area	Percentage (%)
School-Age Parents	7%
Parenting of Exceptional Children	6%
Parenting in General	6%
Parenting Education and Programs	6%
Parent Involvement	5%
Parent-Child Activities in General	5%
Social and Emotional in General	4%
Single Parenting	3%
Discipline in General	3%
Preschool/Daycare Education and Programs	3%
Parenthood	3%
Communication Skills	2%
Pregnancy and Birth in General	3%
Physical and Sensory in General	2%
Home Visitation	2%
Family in General	2%
Foster Families	2%
Language and Intellectual in General	2%
Discipline of Exceptional Children	2%
Newborn Child/Breastfeeding	1%
Home-Based Education and Programs	1%
Methods of Discipline	1%
Identification and Assessment of Exceptional Children	1%
Emotional and Social Maladjustments	1%
*Learning Disabilities	1%

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* 105 descriptor terms which were requested were used less than 1% of the time.

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PMIC user satisfaction was measured by administering User Questionnaires. These questionnaires accompany the packets of Information Sheets mailed out to those requesting searches. Of the 146 users this year, 42 returned questionnaires. The survey has helped to establish a user profile and has added knowledge of how people learn about the PMIC. More importantly, however, the data has provided information about the degree of satisfaction with various aspects of the PMIC search response and the user's perception of difficulty in submitting a search request. Response to questions on the quality and appropriateness of the Information Sheets, possible recurrence of usage, and referral to other potential users was highly positive. The response regarding the process for preparing a search request was vastly improved over last year. This year 75% found the procedure easy or of average difficulty, as opposed to only 40% last year. A mere nine percent selected the category marked "hard" and no one marked "very hard". This improvement is credited to the publication of the smaller, more readable brochure for mass distribution which includes the search request form.

Written comments were also highly positive. Only one user answered that the material supplied very little appropriate information. Almost without exception, criticism was accompanied with thoughtful suggestions, many worth considering. For example, it has long been recognized that there is a need for more materials of low reading level; the PMIC, however, can do little more than pass this demand on to publishers and hope that they respond. In response to the question about the possibility of charging 15¢ per information-sheet-copy, several users answered that they would need to know in advance how many sheets they would receive before they could judge if they could afford it. Several suggested a low, flat service fee instead of a per copy fee. Other responses pointed out that a fee to some users would be affordable, but it would prove prohibitive for some persons and organizations who might need them.

Another suggestion was to send an additional search request form with the [redacted]ket since most people send their only copy with [redacted] request and then have to ask for another. Finally, the instruction in the request form about selecting only three terms does not discriminate between major area titles and individual descriptors. This has confused some users. When they mark major area titles, the "in general term within that area is used. This phenomenon is also obvious from viewing the request forms themselves; however, the entire process is much simpler since development of the brochure.

2. Direct Use-Visitors Response Report

This report surveys the 83 user questionnaires completed by those who actually visited the Austin center from January 31, 1976 to October 31, 1977. Since data are presented only for those who answered certain questions, the number of respondents may change from question to question. There may have been individuals who used the center and did not complete the form.

In addition, a number of groups have visited the center; group members did not fill out the user questionnaire.

Almost 90% of the users were from Austin; three were from other parts of the state and two from out of state. Parents comprised 31.7% of all those using the PMIC. The other individuals represented a variety of educational and social service agencies. It appears that the largest proportion of individuals (36%) were involved in direct service with parents and/or children, either as counselors/therapists or social workers/adoption workers. The next highest groups (excluding parents) were social service administrators (15%) and students (13%). Table 14 sets forth occupational frequencies of PMIC users.

TABLE 14

OCCUPATIONS OF PMIC DIRECT USERS

Occupation	%	Occupation	%
Curriculum Writer	4	Consultant	11
Teacher	11	Administrator	15
Counselor/Therapist	19	Student	13
Social Worker/Adoption Worker	17	Nurse	6
		Information Officer	4

The questionnaire asked individual users to rate the PMIC on a 1-5 scale in terms of usefulness for their specific needs. The 56 respondents clearly felt the PMIC served their needs as the average ranking was greater than 4. Only four respondents gave a ranking less than 4.

The questionnaire also asked about users' reactions to the Retrieval System. Only 43% of the users completed this question about the retrieval hardware. Of these respondents, 86% considered the system easy to use, most specifically in selecting descriptor terms to fit their needs. Comments of those not using this system generally indicated that they had a reason for not using it: they already knew what they were looking for, or they simply went directly to pursue the materials on the shelves.

Users were asked whether they planned to obtain the materials found in the PMIC. Most responded affirmatively. Most of those saying "yes" planned to purchase the material, while some would use the facilities of a library, including the Austin PMIC collection. Those few who would not follow-up stated they needed to do further research concerning their needs.

The time spent by individuals users ranged from less than 30 minutes to more than 4 hours, with a median of 1-1/2 hours.

A sizeable number and variety of agencies and special groups were recommended by users as possibilities for PMIC to contact. These included social service organizations such as Human Development Centers; colleges and schools; parents; social service, educational, and medical professionals; graduate students; and the general public.

Slightly more than half the users responding to this question indicated interest in receiving additional information about replication.

Comments were distinctly favorable. They indicated that the PMIC has a variety of materials, all of which can meet specific kinds of needs. Apparently, users came here for very specific purposes, and the PMIC filled those needs. Negative comments referred to being unable to check out materials, no evening hours, no materials on assessment of parent needs, inadquate shelf organization, and lack of teenage-parenting materials. The last two criticisms have since been remedied. While most comments indicated support for the program and the clear need for this service, others particularly praised staff helpfulness and ease of use, but also reiterated the hope that the materials could be made more accessible. Suggestions generally dealt with the aforementioned criticisms. In addition, some users recommended reduction of descriptor overlapping and accumulation of more substantial resources. Descriptor reorganization, dictionary composition, and inventory expansion have greatly reduced these two problems.

To summarize, most users are very satisfied with the PMIC. Program staff might consider principally addressing two areas touched on by users and emerging from the data: (1) how to make users more aware of the retrieval system and its usefulness; and (2) how to make actual copies of materials more accessible to users.

3. General Information Requests

From November 1, 1976 to October 31, 1977 the PMIC received various requests by mail and telephone other than search requests. These unsolicited requests occasionally accompanied search requests, but normally arrived independently. The most frequent request was for Parenting in 1977: A Listing of Parenting Materials and the User's Handbook or the brochure. (The brochure replaced the handbook in April 1977.) See Table 15 for request categories.

From among these correspondents, professions were tallied. Data revealed that, of the five categories, teaching/education personnel, non-teaching professionals, and state agency personnel shared similar proportions at the top. See Table 16 for professional categories data.

F. PMIC PRODUCTS

1. The PMIC Listing

a. Product Description

Parenting in 1977: A Listing of Parenting Materials was the fourth publication of its kind produced by the PMIC.* It represents a comprehensive and up-to-date listing of materials in the PMIC collection and is the Center's major dissemination

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*Parenting in 1977 is in press; a copy will be forwarded to N.I.E. as soon as printing is completed, November 30, 1977.

TABLE 15

REQUEST CATEGORIES

Request Materials	Percentage of Total Requests
Parenting in 1977: A Listing of Parenting Materials	54%
User's Handbook/Brochure	32%
Listing of Free or Inexpensive Publications	11%
Replication Information	3%

TABLE 16

PROFESSIONAL CATEGORIES

Profession	Percentage (%)
Teaching/Education Personnel	29%
Non-Teaching Professionals	25%
State Agency Personnel	23%
Parents	14%
Students	9%

product. The materials in the listing are organized into fifteen major content areas: Child Abuse, Discipline; Education and Educational Programs; Exceptional Children; Family; Health and Safety; Language and Intellectual Development; Multicultural/Multiethnic Heritage; Parent-Child Activities; Parent/School/Community Involvement; Parenting; Physical and Sensory Development; Pregnancy and Birth; Sexual Development and Education; and Social and Emotional Development. A comprehensive list of all publishers producing a material listed in Parenting in 1977 and their addresses is provided at the end of the listing. The entries are arranged alphabetically by title within each subject area. Due to space considerations, each entry was listed in only one section according to the primary focus of the material. Each entry contains the title, author, copyright date, number of pages or length of film, price, and publisher's name. Those entries which represent materials that have been analyzed and for which an Information Sheet has been prepared are indicated by an asterisk (*). Such entries contain a document number which can be used to order an Information Sheet from the PMIC.

The listing is intended to serve users' needs in at least two ways: first as a source of references and second as a method of ordering Information Sheets from the PMIC. As a comprehensive survey of recent parenting materials (the collection includes materials from the last ten years), it is an excellent source of references for professionals and paraprofessionals in the fields of parenting, parent education, and parent involvement. It also serves as a reference for parents interested in increasing their parenting skills. By using the entries in the body of the listing in conjunction with the list of publishers addresses, the user can order materials directly from the producers.

In addition to serving as a comprehensive source of references with direct ordering information, the listing can be used by PMIC staff to respond to search requests which include a large part of the collection. When a search request is received by the PMIC, it is reviewed to determine the breadth of the search. If the user requests information about several "In General" categories, such as Parenting in General, Discipline in General, etc., the user is referred to the listing. By using the asterisks as an indication of entires for which an Information Sheet has been prepared, users can use the listing to order Information Sheets directly from the PMIC. An order sheet is enclosed with each copy of the listing which can be used to record all the Document Numbers of Information Sheets desired by the user. When an order sheet is received by the PMIC staff, the appropriate Information Sheets are then sent to the user. For those with access to the listing, referring to asterisked entries eliminates the necessity of using the PMIC brochure and search form. This means that the user is in a position to conduct his or her own search and to obtain exactly those materials which are desired.

b. Developmental Procedure

Parenting in 1977 is an updated and revised version of Parenting in 1976. A number of tasks were undertaken in order to prepare the 1977 listing for publication: purging out-of-date materials, adding new materials, adding missing information, reviewing the publishers' lists, and revising subject areas.

Using two general criteria, approximately 370 materials were purged from the listing. Those materials were out-of-print or no longer available due to project termination, etc., and were omitted after the "unavailable" status was verified with the producer. In addition, those materials which were determined by the staff to be inconsistent with the rest of the collection were also purged. This included materials which did not cover topics for or about parents, parenting, parent education, or parent involvement. The largest proportion of materials purged using this criteria (39%) were in subject areas (i.e., Large Scale Programs, Multicultural/Multiethnic Heritage and Contents, Group Relations and Training, and General Resources) which were revised or incorporated as subsections of other subject areas.

Approximately 800 entries were added to the listing, representing the new materials acquired by the PMIC during the present period.

Missing information was added to entries already in the listing and out-of-date information was changed. In many cases the price of a material had changed; this was corrected when such information was available. Those entries which lacked some information were checked and, where available, the missing information was added.

Revision in subject areas. The major subject area revisions were carried out in conjunction with the revisions in the Indexing Language discussed previously. This involved checking all materials in revised subject areas for content and focus, and reassigning them to other subject areas. Materials in Large Scale Programs were integrated into other subject areas, especially Education and Educational Programs and Parent/School/Community Involvement. This was done because Large Scale Programs as a separate category was nondescriptive, and a majority of the materials were educational or community-based programs which had the feature of being wide-ranging. Materials in this section were reassigned according to the content covered by the program. The name of the Education subject area was changed to Education and Educational Programs to reflect the addition of programmatic materials.

Two subject areas, General Resources and Group Relations and Training, which contained very few materials, were dissolved and the materials assigned to other major areas. Materials in Group Relations and Training were reassigned to Parent/School/Community Involvement because the content covered by those materials in that area. Materials in General Resources were reassigned to other subject areas depending on the primary focus of the resource.

Multicultural/Multiethnic Heritage and Contents was modified to Multicultural/Multiethnic Heritage. This was done because major classification difficulties had regularly arisen over the previous years and materials were inconsistently assigned.

For example, it was unclear whether a material which contained activities for parents and children which were drawn from different cultures should be assigned to Parent/Child Activities or Multicultural/Multiethnic Heritage and Contents. As the subject area is now defined, only those materials whose primary focus is the history or heritage of ethnic groups are assigned to the Multicultural/Multiethnic Heritage subject area. Other materials are assigned to subject areas on their primary focus, e.g., the *Black Parent's Handbook* is listed in Parenting.

Publisher list revisions. Revising and updating the list of publisher's addresses was a major task undertaken to prepare *Parenting in 1977* for publication. All publishers' addresses were verified either by checking national lists of associations, telephone directories, educational producers directories, the *Books in Print* publishers lists, or when necessary, by direct telephone contact. Several hundred phone contacts were necessary in order to verify the name and address of publishers and/or the continued publication of a material by that firm. Changes in a publisher address necessitated updating the master publisher list, altering Information Sheets, and changing the name of the publisher in each entry where it occured throughout the body of the listing.

Correcting and updating *Parenting in 1976* for publication as *Parenting in 1977* took considerably more time than was projected. A large number of changes were required and correcting several different records (as in the case of publisher name or address changes) complicated the preparation process. The additional period of time was required to locate and change publisher addresses, locate small distributors, verify the availablity of numerous brochures and programs from diverse sources, and to check and correct typed Information Sheets and computer print out records. All the above changes were then placed in the master computer key punch card deck. This necessitated re-punching thousands of cards. Although an extra period of time was needed, the task was successfully completed resulting in a high quality listing for 1977.

2. Other Products

A new brochure containing a search form was designed to replace the experimental User's Handbook developed during 1974-76. Two flyers were also produced. The first, "More Help for Parents," was redesigned to include the PMIC indexing language and to bring to recipients' attention a replication site at the Austin Public Library. A second flyer, "Questions about Kids?," developed in conjunction with a poster, was designed primarily for use by the replication sites in their dissemination efforts. In addition, a number of special purpose letters were designed for use in mail campaigns. (See Appendix C for examples of these products.)

III. ETHNIC AND SEX ROLE CODING GUIDELINES

A. Introduction

The Ethnic and Sex Role Coding Guidelines were developed to generate systematic information about the ethnic and sex role representations in visual materials collected by the PMIC. It was used by PMIC analysts as a guide to assess ethnic and sex role characteristics of materials as objectively as possible. The information from the completed coding sheets was condensed into a short paragraph which was then incorporated into the narrative section of the PMIC's Information Sheets (see Appendix B for examples).

The sources which were consulted to develop the Coding Guidelines include both sample guidelines and texts. (See Appendix B for bibliography.) The guidelines found were either post-evaluative or prescriptive in nature, and in almost all cases were intended to be used with written materials. The prescriptive guides, such as those from publishing houses, describe points to be taken into consideration when developing textual materials. The post-evaluative guidelines were intended for use when assessing ethnic and sex-role representations in already extant texts. Both types of guidelines were consulted, but since the PMIC was preparing a post-evaluative guide, particular attention was given to that type. A concerted effort was made to locate evaluative guides for visual materials; it was discovered that very few have been developed (cf. Instructional Media Department, 1973).

B. Basic Assumptions

1. Pluralism and Assimilation

The source guidelines were characterized by different assumptions about the nature of social reality. These assumptions were important determinants of the approaches used by each of the guides. Implicit in the assumptions were efforts to describe multicultural situations which avoid stereotypes and to achieve consensus on "definitions" of non-racist, non-sexist materials. Discovering how "multicultural" was implicitly or explicitly defined in the source guidelines remained a concern during development of the Coding Guidelines. This was because the basic assumption, in great part, determines what types of questions were to be asked in material evaluation.

There were two basic assumptions which characterized the guidelines: pluralistic and assimilationist. Both attempted to judge the presence or absence of stereotypes, but they did so in significantly different ways. The pluralistic approach tests for whether or not cultural groups were identified and portrayed as having some unique characteristics. Lifestyles, values, behavior, and/or needs special to a group were expected to be present in the materials. Historical and environmental factors which influence the make-up of the group were examined, and the guides checked for pride in group membership which was covertly or overtly stressed. The pluralistic approach focused on the cultural group. Conversely, the assimilationist approach looked for similarities among groups. The guidelines evaluated whether or not individuals were portrayed in approximately the same way and were shown as having similar values, lifestyles, behaviors, and needs. The focus was primarily on the individual, while group membership which may contribute to differences was not stressed.

The basic assumption underlying a guidelines directly affects the content of that material. Pluralism implies that the values of any given group should be portrayed just as those values are determined by the group. In other words, that which is of high value to a group is portrayed as highly valued. Guidelines to develop or evaluate materials which have a pluralistic focus test for culturally based variability and are sensitive to cultural differences.

An assimilationist approach implies that there should be a unified set of standard values. The values of one group or a synthesis of values is portrayed as a standard or ideal, and individuals, regardless of membership in a group, are portrayed as adhering to or striving to achieve that standard. Materials with an assimilationist approach tend to stress similarities among individuals, disallowing or choosing to ignore differences among groups.

At their best, pluralistic materials stress the richness of human variation; at their worst, separation or distance between peoples. Assimilationist materials at their best stress human univerals; at their worst, they promote one group's values to the detriment of other groups.

This brief discussion of definitions was necessary because the basic assumption behind a set of evaluative guidelines has concrete ramifications for the kinds of questions which are posed and for the results obtained. If an assimilationists's evaluative guide was used to judge pluralistically focused material, the material would be judged negatively. For example, an assimilationist guide would negatively rate a material if any group was systematically portrayed as differing from a standard. A material with a pluralistic focus would portray a cultural group as being systematically different from other groups in some ways. Judged with an assimilationist guide, this material would be rated negatively.

2. Ethnic Stereotyping

Regardless of whether specific guidelines are pluralistic or assimilationist in focus, all of them evaluate materials to determine the presence or absence of stereotypes or bias. The sources consulted indicated that stereotyping of ethnic groups occurs when groups are portrayed negatively, what might best be called "negative inclusion." Although ethnic groups were included, the portrayals were characterized by: (1) limited family patterns and relationships, (2) limited range of personal and professional abilities, (3) limited range of activities, and (4) lack of variation in environment, lifestyle, and community. Language usage was another major factor in racist portrayal, but could not be examined in this case because the materials to be analyzed were mostly slides or filmstrips. Another very prevalent form of bias was the omission of cultural or ethnic groups which could and/or should be included in the materials. Materials which included different cultural groups in a positive way were considered to be non-biased. Table 17 represents stereotypical vs. non-stereotypical categories and features of ethnic groups compiled from the source materials.

TABLE 17

CATEGORIES AND FEATURES OF ETHNIC GROUPS

Non-Stereotypical (Positive Inclusion)	Stereotypical (Negative Inclusion)
Activities	
males and females included in child care	exclusively female households; only females involved in child care
diversity of customs and examples of cultural variation	lack of cultural diversity
variety of central roles in home and community	limited variety of roles in home and community
variety of professions/jobs	limited set of job categories and positions
inclusion of recent research and findings about minority groups	failure to provide historical or environmental background to explain current position of ethnic group
variety of dress, non-stereotypical features (Graphics particularly)	lack of variety in physical presentation
realistic mix of ethnic group members in urban settings	lack of ethnic or cultural variation in urban settings
variation in lifestyles and family patterns; single parent, two parent, extended families	representation of single family pattern
variation in environment, neighborhoods, class, community	limited types of environment, neighborhoods, class level

TABLE 17, cont'd

Abilities	
abilities not limited by ethnicity	attribution of limitation to ethnicity
explanations of environmental and historical influence	failure to provide historical or environmental influences as explanation; e.g., black children do poorly in school
full range of intellectual, emotional and physical attributes	limited range of intellectual, emotional, physical abilities
Language	
avoidance of loaded adjective	loaded adjective; e.g., primitive, superstitious, disadvantaged, crafty, inscrutable, lazy, backward
positive (non-comparative) terms for ethnic and cultural groups; e.g., not "colored," "nonwhite," but Black, Afro-American, Native-American	use of currently unacceptable terms for ethnic or cultural groups

3. Sex Role Stereotyping

There was much greater agreement in the sources reviewed related to sexism in materials. The guidelines were concerned primarily with testing for the systematic exclusion of women from activities and sex-based attribution of limited ability. Most differences among the guides were due to the differing degrees of detail and the depth of analysis. There was some disagreement about the use of the generic masculine pronoun, and some guides did not include discussion of stereotyping of males. Some guides, for example, were not concerned with whether men were portrayed involved with in-home activities, nuturant activities, or with a range of human emotions; they focused to a greater extent on stereotyping of women, and portrayals of women limited to the home, to low level jobs, etc.

Given the similarity of approach to stereotypical portrayal of sex roles in the guides reviewed, there was greater agreement than with ethnicity on what was to be taken into consideration in order to avoid sexist stereotypes. Special problems which were encountered in the development of these guidelines were due to the fact that a majority of evaluative questions in the sources reviewed check for participation of women outside the home. The vast majority of the materials in the PMIC collection, including the visual materials, were for and/or about parents and focused on the home. Using a set of guidelines which assessed female participation outside the home would therefore be inappropriate and, as with ethnicity, using such a guide could result in an a priori negative judgment.

The sources reviewed indicated that stereotyped sex-roles could occur through what was referred to as "negative inclusion." Although men or women were included, the portrayals were characterized by (1) limited personal or professional ability, and (2) limited personal or professional activities. Language was a very important factor, but it was not applicable to mostly visual materials. Bias could also occur in the case of males or females being omitted when they either could or should logically be included. Table 18 summarizes categories of sex stereotyping vs. non-stereotyping found in the source guidelines.

TABLE 18

CATEGORIES OF SEX ROLES

Non-Stereotypical (Positive Inclusion)	Stereotypical (Negative Inclusion)
Activities	
in house and out of house for both sexes	women limited only to home or child care
jobs held by both men and women	no women involved in jobs
spectating and active in physical activities for both sexes	girls only as spectators in activities, etc.; boys never passive
active involvement in play for both sexes	girls portrayed as passive; boys as active
Abilities	
abilities not limited by sex	attribution of traits, values, abilities, to only one sex: boys are strong, girls cry
intellectual, emotional, physical range of abilities for men and women	lack of range; emotional, dumb girls; smart, active boys
Language	
generic "human," etc.	exclusive use of generic "man"
parallel address Mr./Ms. or Last Name/Last Name	non-parallel address forms Mr./Carol or Last Name/First Name
mixed pronominal forms	pronominal use - male only
use of unmarked generics	use of marked generic terms, "woman doctor"

C. First Version

In order to reflect different types of inclusion and omission, the first version of the PMIC coding guidelines, called the Coding Guidelines for Multi-Ethnic and Sex Role Representation, was developed to determine the omission or inclusion of eight ethnic groups in the United States. Using an outline of features similar to Table A, analysts were asked to determine if a group was represented or not, and if so, to code the nature of the presentation, whether positive or negative. The guidelines also checked for omission or inclusion of males and females. Using a checklist of features similar to Table 18, analysts were asked to determine whether each sex was represented or not, and if so, to code the presentation for positive or negative inclusion. (See Appendix B for copies of the Coding Guidelines and the Analysts' Checklists.)

In order to overcome the problem of materials which intentionally focus on one ethnic group or one sex, for example The Black Parent's Handbook (McLaughlin; 1976) or Working Mothers (Curtis; 1976), analysts were also asked to indicate the primary focus of the materials. Since the materials to be coded included adults and children, they were checked separately. The first version of the Coding Guidelines was used with a sample (N=5) of materials. Analysis of the results pointed to several problems:

1. None of the materials coded using the first version included Asian, Cuban, European, Native, or Puerto Rican Americans. As a confirmation, an additional random sampling of materials in the PMIC collection showed that only a very small number of visual materials included the above groups. It was decided that the guidelines should test for the inclusion of SEDL's primary

target audiences only, namely Anglo, Black, and Mexican American.

2. The first version of the Coding Guidelines was confusing and difficult to use. The relationship between Inclusion, Positive or Negative; Omission, Not Applicable or Applicable; and Primary Focus, was unclear and redundant. The analysts reported that Positive Inclusion and Primary Focus were often repetitious. Since most of the ethnic groups listed were not represented in the materials, analysts spent unnecessary time recoding "NA" in numerous categories. Having separate checklists for children and adults also proved to be redundant. Since families were usually the focus of the material, there was seldom a difference between adults and children in categories as broad as Inclusion/Omission.
3. The relationship between the first version of the Coding Guidelines and the checklists of stereotypical categories was confusing. Analysts were instructed to use the checklists as a reference in filling out the code sheet. Negative Inclusion, for example, was to be determined by comparing the material with the items listed under that category. However, it was unclear what number of occurrences of "negative inclusion" activities was sufficient to qualify labeling a whole material as negative. In addition, many of the categories on the checklist were not applicable or were unclear. There was some confusion over how to operationalize and detect "variation" in lifestyles, dress, environment, etc.
4. Considering the time it took to do the analysis, the information gained was deemed insufficient. A completed coding sheet

required continuous referral to the checklists, and only generated limited information about group and sex representation. Compared to the number of categories to be checked and filled in by the analyst, the information gained was insufficient to justify the effort.

D. Second Version

A second version of the Ethnic and Sex Role Coding Guidelines was developed taking into consideration problems encountered in the previous cycle. (See Appendix B for copy of Coding Guidelines along with Definitions of Dimensions.) The dimensions used in the coding schema were selected to test limited aspects of four stereotype categories. The relationships between stereotypes and the dimensions that were examined are listed in Table 19.

TABLE 19

STEREOTYPES AND DIMENSIONS

Stereotypes		Dimensions to Test Stereotype
Limited family patterns and relationships		Varied family size: single parent, two parents, extended family
		Parental pleasure, satisfaction, support, positive
Limited abilities	← Emotional	Parental displeasure, punishment; negative
	← Intellectual	Parental encouragement of learning; child intellectually active
	← Physical	Child active physically
Limited activities		Adult model-same race; adult model-difference race; advice sought-same race; advice sought-different race
Lack of variation in environment, community lifestyle		Varied surroundings: urban, rural, suburban
		Varied housing: apartment, home
		Community racially mixed; child work/play with same race; child work/play with different race

The second version of the Coding Guidelines necessitated three different checklists, one for each ethnic group, which were filled out frame by frame for each material. Several problems were immediately encountered:

1. the amount of time needed to completely code one material ranged from two to three-and-a-half hours;
2. often there was not enough information in the material to determine the environment, lifestyle, or family structure; and
3. the activities intended to be portrayed were limited primarily to home-based roled and relationships.

The second version required that analysts examine each slide/filmstrip frame by frame and code all dimensions that were applicable. In a frame showing two or more ethnic groups, analysts had to check each dimension for each ethnic group, a procedure that proved to be extremely time consuming.

The amount of time needed for coding again did not justify the amount or nature of the information gained as a result. Whereas the first version of the Guidelines generated insufficient information with respect to the needs of the project, the second version generated considerably more information than was needed. Given that the purpose of the coding guidelines was to serve as a basis for a single descriptive paragraph, this version created more unusable data, e.g., affective states, intellectual activities, etc., than was justified by the time required to do the coding.

In the materials being analyzed, parent-child and parent-parent relationships (or infrequently parent-teacher and parent-physician interaction) made up the bulk of the contents of the film/filmstrips. The intentional limitation of roles and activities had concrete ramifications for judging ethnic representation. As stated, the majority of the tests for bias involved checking for limitations on who is portrayed, in what role, and how. Given the fact that the second version checked for variation and range in roles and relationships, the materials invariably were coded negatively. The coding tested to see if any group was categorically restricted to certain activities and was portrayed with restricted abilities. The answer was yes, generally, in that most groups were restricted to parent-centered activities. Since the roles portrayed were intended to be limited, the second version of the coding guidelines did not fit the materials.

E. Third Version

As a result of tests of the earlier versions, the coding guidelines were restructured. The third version, currently in use, overcame problems which plagued the previous ones. Specifically, the amount of time needed to do the coding was greatly reduced from that required to do the second version. The coding did not depend on scanty information, such as environmental factors. The results of the coding were sufficient to meet the primary stated goal of informing PMIC users about the extent to which Anglo, Black, and Chicano families were or were not included, whether the material was stereotypically portrayed ethnic groups, and whether males and females were equally represented. (See Appendix B for copy of the third version.)

With respect to ethnic groups, the current guidelines check for (1) omission or inclusion of SEDL target audiences; (2) stereotypes; and (3) the underlying assumption of the material, i.e., whether it is assimilationist or pluralistic. The guide also looks for (4) males and females portrayed engaging in physical activity; (5) males and females involved in activity outside the home; and (6) males and females portrayed in nurturing roles. Questions #1 through #5 of the Ethnic and Sex Role Coding Guidelines deal with ethnic representation; Questions #6 through #12 are concerned with sex roles.

Question #1 required analysts to determine what groups of people were portrayed. The groups to be checked are limited to SEDL's target populations: Anglo, Black, and Hispanic. Question #2 required that analysts determine if groups were equally represented, and if not, to indicate approximate percent of visual representation. The answer to #2 was a percentage based on counting of the number of times ethnic group members were portrayed, or estimates of the number of portrayals in long films. Question #2 was particularly important in cases where the author stated that the material was multicultural. Estimated percentages of the number of times ethnic group members were portrayed often revealed that the analyzed materials far more frequently portrayed Anglos, or Blacks, etc. The author's stated or implicit intention of a material to include one or several ethnic groups was verified or rejected by analysts' objective observation and gave users a more accurate picture of what the material actually contained. In addition, by presenting figures, users were in a position to decide for themselves if the material met their needs.

Question #3 required analysts to determine the level of stereotypical presentation in the material. This question is one of the more important questions on the code sheet; it is also the most problematic. All other questions on the guidelines asked analysts to estimate or count the number of occurrences of people or behaviors. Question #3 asked the analysts to make a global judgment. In this case the judgment required concerns the level of gross stereotyping in the material. The concept of stereotyping is difficult to define and operationalize. For the purposes of the Ethnic and Sex Role Coding Guidelines, analysts were asked to code as stereotyped portrayals of ethnic group members that were either (1) repeated or reproduced without variation; (2) conformed to a fixed or general pattern and lacked distinguishing marks or qualities, and (3) limited the abilities or activities of members, imputing that limitation to membership in an ethnic group. The question was very general in form and asked only for a judgment of the level of global stereotyping. The format of the question was suggested by previous guidelines and a number of source guidelines (e.g., Rosenburg, 1972; "10 Quick Ways to Analyze Children's Books for Racism and Sexism, 1974; Ethnic Heritage Studies Materials Analysis Instrument, 1975). In addition, asking for a general, non-specific judgment of the level of stereotyping was useful because it generated information in the form needed for the Information Sheets, e.g., a general statement.

Questions #4 and #5 required the analyst to determine the relative emphasis in materials related to pluralism and assimilation. The definitions to be used were given on the code sheet. Questions #4 and #5 were suggested by previous versions and by similar inquiries in Ethnic Heritage Material Instrument Analysis System (Social Science Education Consortium, 1975). They were included here to give an indication of the general orientation of the material. Asking analysts to code for the assumption behind the material overcame problems found in earlier versions. Specifically, the earlier versions assumed a pluralistic stance and coded material according to its adherence to pluralistic guidelines. The current guide instead asked whether the material was pluralistic and to what degree. Posing it as a general question did not prejudge that material but did give some indication as to the nature of the presentation. When Questions #4 and #5 were used in conjunction with Question #3 concerning stereotyping, the expectation was to be able to indicate the direction of stereotyping when it occurred. For example if a material frequently used stereotypical portrayals and was assimilationist in focus, the type of stereotyping that occurred devolved around portraying one group as failing to achieve the ideal standard presented in the material. Asking whether a material was assimilationist or pluralistic gave some indication of whether all groups were portrayed in exactly the way or whether some attention was given to special needs or features of different groups.

Question #6 required the analyst to determine the percentage of visual male and female representation. As with Questions #1 and #2, the percentage provided objective observance of the major focus of the material, whether primarily on males or females, or on equal representation.

Question #7 through #12 are paired questions which were comparative. In Question #7 analysts were asked to enter the amount of vigorous physical activity girls were portrayed engaging in; Question #8 asked about boys. The questions are based directly on the source guidelines, which indicate that girls are infrequently shown involved in physical activity. When the analysts prepared the Information Sheet paragraph, they compared #7 and #8. Difference or lack of it between #7 and #8 gave an indication of whether this stereotype was or was not being avoided.

Question #9 asked analysts to determine whether females are shown seeking or involved in activities or roles outside the home. Question #10 required analysts to determine out-of-home activity for males. The source guides indicated that females are often portrayed in the home only. In order to prepare the paragraph for the Information Sheet, analysts compared results of Question #9 and #10. Asking whether both males and females were portrayed outside the home was important due to the nature of the material. The fact that the materials focused on parenting made it impossible to judge the character of sex role assignment by checking for portrayals of women in jobs and roles in the labor market. Since most of the material was focused on the home, what was being asked in Questions #9 and #10 was the relative number of out-of-home activities when they do occur.

Question #11 asked analysts to determine the amount of nurturing portrayals of males. Question #12 asked about females. It was used to determine the degree of involvement in child-centered nurturant activities, portrayed for males and females. It was designed to check for the presence/absence of a stereotype which did not portray males involved in child care. Implied here was that the guidelines determined whether both males and females were shown participating in the same way in the intended focus of the materials: being parents. When the analysts prepared the Information Sheet, they compared #11 and #12 to see if there were differences in portrayals of males and females.

The current guidelines cannot be expected to be useful with every kind of educational material. Their specificity, on the other hand, is geared to the present purposes. If, for instance, the PMIC intended to do indepth research on the treatment of ethnic groups in parenting materials, the guidelines would have to be more detailed. In that case time to do the analysis would not be a limiting factor, and the additional information which could be obtained from a longer and more detailed schema would then be useful for that purpose. The current version is sufficient to serve as a basis for a short paragraph.

F. Summary of Results Using Guidelines

The "Ethnic and Sex Role Coding Guidelines" have been incorporated as a mandatory procedure for visual materials and and are used to generate a paragraph on the Information Sheets which describe the ethnic and sex role representation in that material (see Appendix B for sample Information Sheet paragraph). The coding was done in conjunction with the standard analysis needed to prepare the Information Sheets. After coding the film, the analyst prepared the descriptive paragraph using the guidelines established for that purpose (see Appendix B, Training Guidelines, Section VII).

To date, sixty-four (64) visual materials including films and filmstrips have been coded using the current "Ethnic and Sex Role Coding Guidelines." Two PMIC analysts have performed a majority of the ethnic and sex role coding. An informal check for coder reliability involved several additional staff members. The coder check demonstrated that for the purposes of the guidelines as they have been established, coder reliability was adequate.

Analysts reported that the guidelines were reasonably straightforward and self-explanatory, with some exceptions. In a few cases analysts had difficulty answering questions because the question did not seem to "fit" the material. For example, a film was coded showing that females were "infrequently" portrayed seeking or involved in out-of-home activities, while males were "often" portrayed out-of-home. However, a special point was made in the film about the changing nature of traditional roles, especially mothers and women feeling stronger needs for careers outside the home. In this case the coding did not accurately reflect the focus of the film. The analyst coded the material as described above, but added a sentence expanding on the coding results. As a result of this and similar experiences, instructions were added to the training guidelines to write in additional information where needed.

There was also some difficulty with Question #3 concerning stereotyping. In all instances except one, analysts indicated that the material was "Not Stereotyped." This may indicate that of all sixty-four analyzed films/filmstrips, only one portrayed ethnic group members in a stereotyped manner. However, in the judgment of the staff, it probably reflected a failure to adequately operationalize the concept of "stereotype." It may not be possible to alter this situation because there are several different definitions of the concept "stereotype" extant in the society and there is confusion over definitions. As was pointed out in the first part of this section, that which was considered to reflect stereotyping or bias was dependent on definitions of social reality. If one used an assimilationist definition, stereotyping would appear in the systematic portrayal of groups failing to meet a standard or norm. If one used a pluralistic definition, stereotyping would appear in the lack of variation in, among, and between groups. The problem of adequately defining "stereotyping" may be insoluble at this time.

As an overall measure of the appropriateness of the guidelines for the task at hand, analysts and reviewers generally had little difficulty understanding and implementing the guidelines. Experience with the instrument showed that it did not impose excessively on the time needed to prepare the rest of the Information Sheet. In addition, the results of the coding were sufficient to generate the information needed for the Information Sheets.

There is a fundamental social fact reflected in the difference between the sex-role and ethnic aspects of the guidelines. This difference is instructive and serves to point out one of the difficulties in creating such guidelines. Ideas extant in the society about what is biased and what is not are in continual flux. Currently, there is little argument that ethnic and cultural groups have a right to their individual identity, backgrounds, cultures, language, and experiences, and that these differences can no longer be ignored or repressed. Richness and variation is supported and encouraged; pluralism is now an important goal. As little as ten or even five years ago, the intent was to assimilate all people into the "mainstream" of American society. This change in orientation is still being tested; what pluralism means, how it is concretely manifested, is a problem facing educators and policy makers throughout the country. The fact that pluralism is difficult to define was reflected in the lack of detail in the coding guidelines. To expand the guides would require a separate research project devoted entirely to the problem.

Attitudes toward sex roles have changed as well, but differ from those toward cultural pluralism. Traditionally, men and women have had mutually exclusive spheres of expertise, and a complex of behaviors and attitudes associated with one sex or the other. Today, the idea is to eliminate sexist roles and activities limited by sex and to remove restrictions on which sex does what. The goal is for men and women to equally participate in nurturance and labor, sharing intellectual, emotional, and physical activities. The movement is toward erasing rigid differences between background and experience. As with the definition of pluralism, the concrete manifestations of equality of the sexes is still being debated and defined, and major research efforts are currently underway all over the country to answer these questions.

The difference between the two areas of concern is simply that ideas about ethnic and cultural groups stress differences between the groups (though, obviously, not differences in ability), while ideas about sex roles stress lack of difference. These two orientation are directly reflected in the guidelines used by the PMIC. A great deal of the difficulty encountered in developing the guidelines is based in the fluidity and lack of clarity of these social facts.

IV. DISSEMINATION

A. Purpose

Dissemination activities for 1976-1977 were designed to bring the PMIC and its services to the attention of potential users and to alert users to the existence of replication sites which use the Parenting Materials Index (PMI). The activities also included assisting replication sites with their dissemination efforts, if needed.

A dissemination campaign was defined as a dissemination strategy aimed at an identified target audience; an effort was made to design discrete campaigns and to vary audiences in order to assess the relative effectiveness of different strategies. The primary pupose of dissemination was to alert the interested public and secondarily, to compare the effectiveness of various kinds of campaigns. Thus, campaigns were not strictly controlled. Some of the dissemination campaigns begun during this period have been completed and others are still being implemented.

B. Products

During the course of the year, a number of new products were developed to be used in dissemination efforts. Parenting in 1976, a comprehensive list of the PMIC collection, printed in 1976 was disseminated to over 800 individuals or institutions in early 1977. By April, 1977, the supply of Parenting in 1976 was exhausted. Parenting in 1977: A Listing of Parenting Materials (in press), was prepared, and approximately 700 people on the waiting list were sent announcements of its imminent publication. A new brochure with search form was designed to replace the experimental User's Handbook developed during 1974-76. Two flyers were also produced. The first, "More Help for Parents," was redesigned to include the PMIC indexing language and to bring to recipients' attention a replication site at the Austin Public Library. A second flyer "Questions about Kids?" developed in conjunction with a poster was designed primarily for use by the replication sites in their dissemination efforts. In addition, a number of special purpose letters were designed for use in mail campaigns. (See Appendix C for examples of these products.)

C. Strategies

Because the replication sites scheduled for installation of the PMI System started in the second half of the year, during the first two-thirds of the year more emphasis was placed on designing dissemination instruments and campaigns for the PMIC. With the installation of the replication sites, new instruments and campaigns were implemented which focused on the Parenting Materials Indexes. The types of dissemination strategies used were based primarily on previous efforts by the PMIC, and included direct mass mailing, formal presentations, mail search requests, direct use, booths, and controlled and uncontrolled mass communication.

Since dissemination efforts were developed in order to increase public awareness of the PMIC, the first step in designing a campaign was to identify groups or categories of people who would be interested in receiving information about the PMIC or the Index. The four major categories selected for targeting were Parents, Teaching Personnel, Nonteaching Professionals, and State Agencies. The subgroups under these four major categories are set forth as follows.

MAJOR CATEGORIES	SUBGROUPS
1. Parents	Advocate groups Special Interest Groups Interested Individuals
2. Teaching Personnel	Day Care Personnel Classroom Personnel Parent Educators
3. Nonteaching Professionals	Medical Personnel EC Project Administrators Psychologists Social Workers Library Personnel
4. State Agencies	Mental Health and Mental Retardation (MH-MR) Department of Public Welfare (DPW)

The second step in designing the campaign was to develop dissemination strategies. Dissemination strategies which were developed and tested during previous years and specified for 1976-1977 proposal were utilized. These included:

- Uncontrolled Mass Communication. Publicity items placed in mass circulation media, including television, newspapers, etc.
- Direct Mass Mailing. The use of existing mailing lists and mailout brochure and/or letter with an enclosed prepaid search form.
- Controlled Mass Communication. Descriptions of the PMIC and/or its products placed in limited circulation media including newsletters, journals, etc.
- Unattended Booth/Display. Unattended booths or displays set up at national, state, local or regional conferences.
- Attended Booth/Display. Similar to Unattended Booth/Display, except that PMIC staff was present at the display and available to interact with public.
- Formal Presentation and Display. Presentation of the PMIC system to interested groups in conferences, workshops, and similar meetings.

- Direct Use. Opening of the PMIC to the public for use of the retrieval system.
- Indirect Use. Included answering phone and mail search requests.

The third step in developing a dissemination campaign was to select specific strategies for use with specific target audiences. With the design of specific campaigns, the dissemination process can be implemented.

D. Campaigns

Campaigns were undertaken to disseminate information concerning direct user access to the PMIC or to its replication system, the PMI, and indirect use mail search requests. Depending on the user's distance from the Center, two avenues were open. For Austin area residents, users were encouraged to come to the Center in person to conduct their own searches. Those who lived outside the Austin area could submit mail searches which were then executed by PMIC staff. Mail searches were submitted either by using the PMIC Search Form or by submitting a letter requesting information on particular topics.

The campaigns were tabulated according to the type of strategy used in the effort. The four Uncontrolled Mass Communication Campaigns used four different mediums for transmitting information: (1) public access television, (2) a parenting products listing, (3) ERIC microfiche, and (4) resource referral service. The campaigns were aimed primarily at two of the PMIC major user categories: Parents, and Teaching Personnel. It is expected that use of the ERIC system will expand this audience to include Nonteaching Professionals and State Agencies as well. However, the total potential audience reached by the four campaigns was difficult to estimate due to the fact that the number of individuals who have used or may use the ERIC system is not available. Three of the campaigns had national coverage. The CITE Resource Center had extensive statewide (Texas) coverage. Table 20 sets forth these campaigns.

TABLE 20

UNCONTROLLED MASS COMMUNICATION CAMPAIGNS

Organization	Instrumentation	Audience	Potential Audience
Johnson & Johnson, Great Neck, NY	PMIC listed as a resource in "The Infant Development" program	Parents of infants	12,000
Austin Public Television, Austin, TX	Address of PMIC listed at end of program of series "Austin Focus on Parents"	Parents	10,000
CITE Resource Center, Austin, TX	Referred to during searches, listed on search form	Public school personnel	250,000
ERIC Early Childhood Clearinghouse, Urbana, IL	"Parenting in 1976" listed in ERIC's Resources in Education	Educators	649 ERIC Systems in the United States

Eighty-six (86) *Controlled Mass Communication Campaigns* were carried out with local, state, and national coverage. The primary purpose of the campaigns was to disseminate information about PMIC listing, *Parenting in 1976* and to announce *Parenting in 1977* on a state and national level. The single local campaign was designed to disseminate information concering the availability of the PMIC to Austin area residents. The campaigns were directed to all four categories of potential users: Parent, Teaching Personnel, Nonteaching Professionals, and State Agencies. A majority of the campaigns were directed to parents and educators. As a result of the dissemination activities publicizing Parenting in 1976, the listing was sold out by April, 1977. Table 21 sets forth the controlled mass communication campaigns.

TABLE 21

CONTROLLED MASS COMMUNICATION

Organization	Audience	Instrumentation	Coverage
Texas Child Care Reports	Parents, professionals, child advocates	Parenting in 1976 listed as resource material	State
ERIC Resource Listing	Administrators, educators, researchers	Parenting in 1976 listed as resource material	National
Early Childhood Project Newsletter	Educators, administrators	Parenting in 1976 listed as resource material	National
Impact, Texas Dept. of Mental Health and Mental Retardation	State Agency, personnel	Parenting in 1976 listed as resource material	State
Education Daily	Educators, administrators	Parenting in 1976 listed as resource material	National
ERIC/ECE Newsletter	Educators, administrators, researchers	Parenting in 1976 listed as resource material	National
Six Parent Education groups in Austin	Foster parents, teenage expectant parents, social workers, parents	Brochures handed out during meetings to watch TV series, "Austin Focus on Families"	Local
*79 Journals, newsletters, magazines	parents, teaching and nonteaching professionals	announcement for Parenting in 1977	Local State National

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*For a list of the journals and newsletters and coverage for each see Appendix C.

The thirty-one (31) Direct Mass Mailing Campaigns had local, state, and national coverage. Several special purpose letters were developed which were aimed at a specific target audience. Although the letters were tailored to meet the needs of special audiences, all the letters generally described the PMIC, the PMI retrieval system, and the content categories available. In two local campaigns, a brochure or flyer accompanied the descriptive letter. In two local campaigns only a descriptive letter was sent. Two specialized bibliographies were developed to meet the needs of special purpose workshops. This functioned both to disseminate information about the PMIC and to provide a service. A total of 437 PMIC brochures with search forms, 739 special purpose letters, 420 "More Help for Parents" flyers, and 230 copies of special purpose bibliographies were disseminated. Three thousand seven hundred and fifty-nine (3,759) announcements for Parenting in 1977 have been or are in the process of being disseminated. These twenty-one (21) Direct Mass Mailing Campaigns were aimed primarily at Teaching and Non-Teaching Professionals, and State Agencies; one campaign was designed with parents specifically as the target audience. Table 22 describes the Direct Mass Mailing Campaigns.

TABLE 22

DIRECT MASS MAILING

Audience	Materials	# Sent	# Responses	Type of Respons
All Licensed Day Care Centers in Austin, Texas	Letter describing PMIC	242	5	5 phone calls wi 4 follow-up visi
Institutional Licensing Representatives for DPW/State of Texas	PMIC Brochure and Letter	30	1	1 phone call
All Pediatricians and Family Practice Physicians in Austin Phone Directory	10 PMIC Flyers with cover letter in each packet	420	45	"More Help" flye passed out to patients
Teenage Parent Council Austin, TX	Overview letter; meeting announcement	40	30	30 attended meeting
MH-MR "Family Experience Workshop", Austin, TX	Specialized bibliography on parents and PMIC Brochure	30	0	
Resource and Referral Service, Center for Voc-Ed. Columbus, OH	Project directors received PMIC Brochure	4	0	

TABLE 22 continued on next page

TABLE 22, cont'd

Audience	Materials	# Sent	# Responses	Type of Respons
Regional Exchanges of the R&D Exchange: Portland, OR; St. Louis, MO; Philadelphia, PA; Charleston, NC	Project directors received PMIC Brochure	4	0	
Parenting Conference Topeka, KS	PMIC Brochure	200	Recent dissemination campaign*	
Institute for Responsive Education Organization Directory	Parenting in 1977 announcement	122	Recent dissemination campaign*	
Texas Department of Mental Health and Mental Retardation Directory of Services	Parenting in 1977 announcement	663	Recent dissemination campaign*	
Children's House Magazine School Director Listing	Parenting in 1977 announcement	118	Recent dissemination campaign*	
Parent Cooperative Preschools International 1976-77 Directory	Parenting in 1977 announcement	555	Recent dissemination campaign*	
Texas Child Care Mailing List	Parenting in 1977 announcement	150	Recent dissemination campaign*	
Follow Through Directors	Parenting in 1977 announcement	389	Recent dissemination campaign*	
Licensed Child Care Facilities	Parenting in 1977 announcement	247	Recent dissemination campaign*	
Follow Through Sponsor Organizations	Parenting in 1977 announcement	24	Recent dissemination campaign*	

TABLE 22, cont'd

Audience	Materials	# Sent	# Responses	Type of Responses
The National Foundation - March of Dimes Contact List	Parenting in 1977 announcement	47	Recent dissemination campaign*	
Education for Parenthood Program Mailing List, National Voluntary Organizations Component	Parenting in 1977 announcement	50	Recent dissemination campaign*	
OCD Regional Offices Mailing List	Parenting in 1977 announcement	11	Recent dissemination campaign*	
State Department of Public Welfare	Parenting in 1977 announcement	52	Recent dissemination campaign*	
State Offices of Child Development - Contact Persons	Parenting in 1977 announcement	15	Recent dissemination campaign*	
DHEW Regional Offices - Contact Persons Are Mental Health Consultants	Parenting in 1977 announcement	10	Recent dissemination campaign*	
Education Service Center Mailing List - Executive Directors	Parenting in 1977 announcement	20	Recent dissemination campaign*	
Head Start Conference	Parenting in 1977 announcement	211	Recent dissemination campaign*	
Texas Association Concerned with School-Age Parents Conference Mailing Packet	Parenting in 1977 announcement	200	Recent dissemination campaign*	
National Alliance Concerned with School-Age Parents Conference Mailing Packet	Parenting in 1977 announcement	600	Recent dissemination campaign*	

TABLE 22, cont'd

Audience	Materials	# Sent	# Responses	Type of Response
National Association for the Education of Young Children	*Parenting in 1977* announcement	155	Recent dissemination campaign*	
Education Service Centers	*Parenting in 1977* announcement	20	Recent dissemination campaign*	
Home Start Conference	*Parenting in 1977* announcement	100	Recent dissemination campaign*	
TACSAP Conference Huntsville, TX	PMIC Brochure	200	Recent dissemination campaign*	
Sex Education Workshop Austin, TX	Specialized bibliography on sex education	200	Recent dissemination campaign*	

*No data has yet returned from these recent dissemination campaigns.

Nine Unattended Booth Campaigns were conducted at local, state, regional, and national gatherings. The campaigns reached all PMIC target groups. With the exception of the campaign carried out in the Austin Public Library system, all campaigns utilized the PMIC brochure with search form. The Austin Public Library campaign utilized the "More Help for Parents" flyer. A total of 560 PMIC Brochures were displayed at conferences in unattended booths; 435 of these were taken by participants. The 225 "More Help" flyers were recently distributed to library branches for display purposes. Six hundred and twenty-five (625) announcements for Parenting in 1977 were distributed. (See Table 23.)

Three Attended Booth Campaigns were implemented which provided both local and state coverage. The primary audience for the campaigns included Parents, Teaching and Non-teaching Professionals. The PMIC brochure with search form were used in all three campaigns; they were displayed at a booth attended by a staff member available to answer participants' questions. A total of 400 brochures with search forms were available to conference participants; 350 brochures were taken. (See Table 24.)

TABLE 23

UNATTENDED BOOTH/DISPLAYS

Organization	Participants	# Participants	Materials	# Available	# Taken
Family Institute, Austin, TX 3/13-15	Day care workers, state agency officials, professionals	175	PMIC Brochure	100	80
1977 Southwest Regional Conference, Child Welfare League, Austin, TX 4/13-14	Social Workers, foster parents, Dept. of Public Welfare workers	300	PMIC Brochure	130	130
Texas Classroom Teachers Association Conference, Austin, TX 4/23	Teachers	150	PMIC Brochure	50	50
Extend-A-Care Parents Meeting, Austin, TX 4/28	Parents of school-age children	35	PMIC Brochure	30	25
Office of Child Development Conference, El Paso, TX 5/23-25	Early childhood program staff, administrators	500	PMIC Brochure	50	50
State wide School Psychologists and Regional Psychologists meeting, VA 5/4-5	School psychologists, psychologists	300	PMIC Brochure	200	100

TABLE 23, cont'd

Organization	Participants	# Participants	Material	# Available	# Taken
Florida Association for Children Under Six, Jacksonville, Florida	Professionals in early childhood, day care, teachers	300	Parenting in 1977 announcement	125	125
Parenting Conference, Topeka, Kansas	Parents, parenting professionals	Unknown	Parenting in 1977 announcement	500	November campaig
All Austin branch libraries	Library patrons	Unknown	Packet of 15 flyers "More Help" per branch	225	Recent dissemination

TABLE 24

ATTENDED BOOTH/DISPLAYS

Organization	Participants	# Participants	Material	# Available	# Taken
NACSAP Conference, Dallas, TX	professionals, parents	500	PMIC Brochure	200	200
Parenting in the 70's: Meeting the Challenge Corpus Christi, TX May 14	parent educator's, social workers, parents, teachers, counselors	200	PMIC Brochure	100	75
Between Grown-Ups and Kids Conference, Austin, TX August 27	parents, day care personnel, teachers	500	PMIC Brochure	100	75

Twenty-seven Formal Presentations were conducted by PMIC staff at meetings of local groups and at state and national conferences. In addition, groups were invited to the PMIC to hear presentations and to use the Center. All presentations included an overview of the PMIC and a description of the retrieval system; however, presentations varied in length and depth of coverage depending in part on the location (whether or not at the PMIC) and purpose of the presentations. Presentations held at the PMIC were often arranged so that group participants would have time to view the materials and use the retrieval system. Presentations of this type usually included an overview and a demonstration of how to use the system. The type of presentation made for conferences varied from an overview of the PMIC which was general in nature to a more detailed explanation of the collection and retrieval system. Several training sessions for replication sites were also held. Training sessions involved a systematic and detailed overview, demonstration, indepth question and answer sessions, and manipulation of the retrieval system by the participants.

The Formal Presentation Campaigns reached all four PMIC target audiences: Parents, Teaching Personnel, Non-teaching Professionals, and State Agencies. A total of 1094 individuals were addressed. One thousand and fifty-seven (1057) PMIC brochures with search forms were distributed in conjunction with presentations. Seventy (70) people returned to use the materials in the Center. (See Table 25.)

TABLE 25

FORMAL PRESENTATIONS

Organization	Participants	# Participants	Type of Presentation and material	# Materials	Follow-up
Austin Independent School District, Austin, November, 1976	All junior & senior high homemaking teachers	60	Overview; PMIC Brochure passed out	60	
St. Ignatius Young Mothers Club Austin, TX, December 1976	Mothers	20	Overview; PMIC Brochure passed out	20	20 met at PMIC to use materials
Home of the Holy Infancy, Austin, TX, December 1976	Foster mothers	15	Overview and PMIC Brochure	15	15 met at PMIC to use materials
Teenage Parent Council, Austin, TX, January 1977	Nurses, teachers, counselors	30	Overview and PMIC Brochure	30	10 returned to use materials
Parent Education Association, Austin, TX, January 1977	Counselors, teachers, Junior League	18	Overview and PMIC Brochure	18	6 returned to use materials
Conference on Technical-Vocational Education, Austin, TX, February 1977	Home economics/ vocational education teachers	40	Overview and PMIC Brochure	40	
Toward the Competent Parent Conference, Atlanta, GA, February 1977	Hospital, university, education personnel	60	2 panel discussions; PMIC brochures	23	

TABLE 25, cont'd

FORMAL PRESENTATIONS

Organization	Participants	# Participants	Type of Presentation and material	# Materials	Follow-up
"Widening Our World", Texas Home Economics Association, Ft. Worth, TX, February 1977	Home economists	32	Presentation; PMIC Brochure	66	2 search requests; 2 interested in replication
Advocates for Youth, American Association for School Administrators, Las Vegas, NV, February 1977	Public school administrators	10	Presentation; PMIC Brochure	10	2 search requests
Mental Health & Mental Retardation Dept., Austin, TX, February 1977	Parents of handicapped children, MH-MR employees	10	Overview; demonstrate use of system one-page description	10	5 returned to use materials
Hill Elementary School PTA Austin, TX, April 1977	Parents	40	Overview; PMIC Brochure	40	
School Psychology Program, University of Texas, Austin, TX, April 1977	Doctoral students in school psychology	15	Overview; PMIC Brochure	15	2 used the materials
Council on Adoptable Children, Austin, TX, May 1977	Parents of adopted children	15	Overview; PMIC Brochure	15	

TABLE 25, cont'd

FORMAL PRESENTATIONS

Organization	Participants	# Participants	Type of Presentation and material	# Material	Follow-up
Austin Public Library, Austin, TX, July 1977	Librarians	4	Training in use of PMI; PMIC Brochure	4	Implementation of PMI
Austin Public Library, Austin, TX, July 1977	Library staff, parent	2	Overview; PMIC Brochure	2	Implementation of PMI
University of Texas class in "Working with Parents", Austin, TX, July 1977	Students	35	Overview; PMIC Brochure	35	10 returned to use materials
Homemaking Dept. class, Southwest Texas State University, Austin, TX, July 1977	Students from Homemaking Dept.	6	Overview; PMIC Brochure	6	
Parent Involvement Institute, Mercedes, TX, July 1977	Administrators of federally-funded Education Programs	25	Overview, PMIC Brochure	25	
San Marcos Head Start group, Austin, TX, September 1977	Teachers, aides, directors of high school	16	Overview	--	
Mental Health & Mental Retardation Dept., "How to Conduct Parent Groups", Austin, TX, September 1977	MH-MR counselors, and administrators	35	Overview; PMIC Brochure	35	2 returned to use materials

TABLE 25, cont'd

FORMAL PRESENTATIONS

Organization	Participants	# Participants	Type of Presentation and material	# Material	Follow-up
Dept. of Human Resources, Austin, TX, September 1977	DPW personnel	10	Overview & train in use of PMI; PMIC Brochure	10	Implementation of PMI
Young Family Resource Center, San Antonio, TX, September 1977	Nurses, secretary	3	Training in use of PMI; PMIC Brochure	3	Implementation of PMI
Dallas Independent School District, Dallas, TX, September 1977	Teachers, administrators, parent council	30	Training in use of PMI; PMIC Brochure	30	Implementation of PMI
North Texas State University, Home Economics Dept., Denton, TX, September 1977	students in parenting classes	25	Overview and PMIC Brochure	25	Inquire about replication
Austin Public Library, Austin, TX, September 1977	Parents	8	Overview; "More Help" flyer	8	Recent campaign
Education for Parenthood, Austin, TX, October 1977	Education Service Center personnel	30	Overview; PMIC Brochure announcements for P *Parenting in 1977*	30	Recent campaign
National Alliance Concerned with School-Age Parents, Washington, DC, October 1977	Professional in Health, Education & Welfare	500	Workshops; Overview; PMIC Brochure; Announcement for *Parenting in 1977*	500	Recent campaign

E. Summary

The PMIC staff carried out a total of 160 dissemination campaigns during 1976-1977. Over half of the campaigns were controlled mass communication. Direct mass mailings were the next most frequently employed strategy. Over 5,129 materials were sent; however, as previously mentioned, this is only a rough indication of the number of people who have become aware of the PMIC. Formal presentations were 17% of the total; they represent highly successful campaigns. Unattended and attended Booths combined represented 8.0% of the total number of campaigns. Using these strategies, a total of 785 materials were disseminated. Uncontrolled mass communication campaigns represented 2% of the total number of campaigns. Theoretically, although the number of Uncontrolled Mass Communication Campaigns was limited, a great number of individuals were probably reached. However, estimates of the number of individuals who actually became aware of the PMIC or its services through a news release, listing, or referral service are unavailable.

A breakdown of the number of dissemination campaigns by strategy is presented in Table 26.

TABLE 26

ALL DISSEMINATION CAMPAIGNS

Strategy	Campaigns	Percent(%)
Uncontrolled mass communication	4	2%
Controlled mass communication	86	54%
Direct mass mailing	31	19%
Unattended booth	9	6%
Attended booth	3	2%
Formal presentation	27	17%
TOTAL	160	100%

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Campaigns were directed to all four PMIC target categories. A majority of the campaigns, especially those at conferences or designed for wide circulation newsletters, reached more than one target audience in a single campaign. Ideally, campaigns should be designed as discrete units reaching only one target category. However, the overlap of audience categories was unavoidable due to the composition of already established groups targeted by the campaigns.

The number of campaigns which reached the PMIC target groups is presented in Table 27.

TABLE 27

CAMPAIGNS REACHING TARGET AUDIENCE CATEGORIES

Audience Category	# of Campaigns	Percent(%)
Parents	53	26%
Teaching Personnel	51	25%
Non-teaching professionals	79	38%
State Agencies	23	11%
TOTALS	206	100%

In the future, a systematic attempt should be made to follow-up on awareness levels. This is particularly true for Direct Mass Mailing campaigns involving mailing lists where random checks of selected campaigns would give a better indication as to awareness. Formal presentations should be continued since they represent a successful strategy which provides good coverage and a high level of user response. Response to unattended and attended booths was disappointing, confirming the experiences of the previous funding period. Consideration should be given to curtailing the number of campaigns using these strategies.

A general indication of the effectiveness of the PMIC dissemination campaigns can be obtained by examination of the sources of information reported by PMIC users. As was discussed, there were three different methods for utilizing the PMIC and its services: Indirect Use, primarily search request forms sent by mail; Direct Use; and General requests, generally sent by mail.

Indirect Users who sent in a search request form were asked on the form to indicate how they heard about the PMIC. The sources of information as reported by Indirect PMIC users is represented in Table 28.

TABLE 28

INDIRECT USER REPORTED SOURCES OF INFORMATION

Source	Percentage
Directly from another organization	41%
Publication (mass media, journal, newsletter)	23%
Conference/Workshop	13%
Information Clearinghouse/Resource Center	9%
Bibliography	7%
PMIC Correspondence	5%
Visit to PMIC	1%

Direct users who filled out the Visitor's Questionnaire were also asked how they learned about the existence of the Center. Most significantly, 39% responded that they heard about it from a contact or information source (e.g., newsletters or posters) in their specific organization or social service. See Table 29 for addition information on sources.

TABLE 29

SOURCE OF KNOWLEDGE ABOUT PMIC-DIRECT USERS

Source	Percentage
College Instructor	8%
Laboratory Staff	15%
Organization/Service	39%
Individuals	24%
Planned Meeting/Conference	14%

Very few General Requests users volunteered information about how they learned of the PMIC and its services. Those who did give some indication are represented in Table 30

TABLE 30

GENERAL REQUEST INFORMATION SOURCES

Source	Percentage
Publication	50%
Conference/Workshop	29%
Visit to PMIC	14%
Information Clearinghouse/ Resource Center	7%

Given the staff capability of the PMIC and the number of tasks required to maintain, update, and expand the Center, the number of user requests resulting from dissemination campaigns to which the staff can respond is limited. A change in emphasis from development to service should incorporate a better definition of priorities including the identification of segments of the target population which should be sought out. The scope of activities will be directly proportional to the quantity of personnel available to provide these services.

The results of dissemination campaigns included varying degrees of contact with a potential audience. These ranged from knowledge of the existence of the PMIC or awareness, to interest in the PMIC, to evaluation of potential usefulness, and finally, to use of the materials and services available. As a diffusion strategy, these stages theoretically represent a cumulative progression from awareness to actual utilization. However, precise measurement of awareness and measurement scales of interest which did not include actual use of the materials or services, were difficult to obtain without systematic in-depth testing and follow-up evaluation.

The proposed measurements of awareness and interest to be used in evaluating the effectiveness of each strategy were specified in advance. For instance, when an unattended booth/display was used as the strategy for a campaign, awareness was to be measured by the number of brochures taken, and interest measured by the number of requests for further information. Concretely, this meant that if 175 brochures with attendent search forms are taken at a given conference, and only two search requests were returned, the return rate is two out of 175. As a result of the campaigns conducted during the past year, it was determined that this measure of effectiveness was insufficient and reflected unfairly on the impact of a campaign. These campaigns suggested the need for alternative intermediary follow-up evaluation to tests for awareness.

Using the measures specified, there was a low return rate from campaigns conducted during the first two-thirds of the year. For instance, 242 letters were sent during a direct mail campaign which resulted in five phone contacts. This is a percent of return of only .0015 percent, if 242 is used as the number of people awaren of the PMIC and 5 responses as a measure of interest.

A campaign was conducted during the late summer which confirmed that the problem was due to the inadequacy of the awareness measure. Ten PMIC "More Help for Parents" flyers and a cover letter were sent to 42 pediatricians and family care physicians in Austin. A questionnaire (see Appendix C)was developed which asked if they had received the flyers, if they had kept them, the number remaining, and a question concerning the respondents opinion about having a PMIC in Austin. All pediatricians who were sent flyers were called; this represented a total of ten clinics, some with several doctors who were sent packets, and private offices. Out of the ten contacted, six did not receive any packets or did not remember receiving them. This was due in two cases to a doctor leaving the clinic or closing practice. Out of the four offices who received packets, two offices had disseminated all flyers and requested additional copies; two offices had "a few" flyers left. If awareness is measured as the number of flyers sent to the offices, and interest is measured by the number of requests for further information, then the return rate is extremely low. If however, awareness is measured in relation to the leaflets actually distributed, the interest rate is much greater. When the dissemination effort is mediated by some intermediate agent as in this case, the assessment of effectiveness should take this fact into account, in both campaigns and in recording the results.

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V. REPLICATION

A. Purpose

One of the goals in the design of the Parenting Materials Information Center retrieval system was to have a system that could be easily replicated. Through replication the PMIC enables many more clients to have access to information about parenting materials. The model for replication, called the Parenting Materials Index (PMI) consists of 178 descriptor cards, a backlighted stand, 9 volumes of 1755 Information Sheets, User's Handbooks, Search Forms and Operators Manual. This self-contained system can be reproduced and installed on a desk top, and can become part of an on-going library or resource room or serve as the initial part of one.

The replicability of the PMIC is based on the premise that the indexing information and the summary prepared for each material can help an interested potential user in the process of selecting materials. Preliminary selections can be accomplished by narrowing down the materials to be considered using appropriate index terms in a search. Then, after examination of the Information Sheets, which provide more detailed information about other characteristics that are not easily indexed, the user can restrict actual examination to only those materials clearly appropriate to specific needs. Any given replication is not expected to have available copies of all the materials indexed. On the contrary, the wide range of materials indexed makes it unlikely that any replication will have more than a proportion of the materials. Local resources, such as public or university libraries, school or social agency -based resource rooms and other projects can be source of the actual materials for examination purposes.

Replications of the Parenting Materials Index were installed in nine locations for the purposes of testing the model and determining usage patterns, user satisfaction, appropriateness of agencies selected, and the degree of supervision and services necessary from the PMIC. Each site chosen was accessible to parents and professionals in the fields of education and social services. It was decided to have at least two sites in Austin that could be closely monitored and given assistance easily. These two sites were a public library and a community based social service agency. The remaining replications were placed in agencies which had previously indicated their interest as a result of having received other services from the PMIC.

B. Activities

The following activities were necessary before the replications process could be implemented:

a. Necessary equipment was acquired: backlighted stands, cards, card holders.

b. PMIC Search Form and Dictionary of Terms were rewritten to conform to the revised indexing language.

c. Changes and additions were made to the descriptor cards to conform to the revised indexing language.

d. Additional sets of descriptor cards were produced and existing sets were updated.

e. An entirely new, simplified version of the User's Handbook was written. Previous experience revealed the necessity of having a shorter, more explicit version that required less time for the user to become familiar enough with the system to be able to use it.

f. The User's Handbook was rewritten as reference manual to be used by the person in charge of the Index.

g. A User Questionnaire was developed to determine user satisfaction and to identify the types of people using the Index. This questionnaire was tested by users of the PMI (Index) at SEDL and was revised accordingly. (See Appendix A for the User Form.)

h. The 1755 Information Sheets were reproduced and bound.

i. The User's Handbook, Operator's Manual, User Questionnaire, and Search Form were printed.

After installing the PMI (or Index) in several sites, the need for additional materials and changes became apparent. A checklist of suggestions for implementation of the PMI was developed and distributed to all sites. The list included the following suggestions: (1) having a sign at entrance to agency telling where the PMI is located and how it can help user, and having signs in other parts of agency; (2) having a sign at the display site to identify it as being the PMI; (3) having a sign asking user to complete questionnaire; (4) initiating contact with users shortly after they begin using the PMI, offering to help them locate actual materials; (5) encouraging completion of questionnaire; (6) providing introduction and training for all staff members of agency and encouraging them to use the PMI and to refer people to it; (7) providing introductory program for target audience, including information of interest to parents and introducing the PMI; (8) providing publicity through newspaper, radio, television, and poster and/or brochures in other agencies, branch libraries, etc.; (9) integrating the PMI with other activities in agency; (10) making effort to locate parenting materials in their community--libraries, bookstores, etc.--encouraging them to have a special display. This list proved to be useful to the agencies in their implementation efforts.

It also became apparent that a different name was needed for the PMIC Model--one that was more descriptive and easy for the general public to understand. Several alternatives were considered, and the Parenting Materials Index was chosen. Large posters with the new name were produced and given to each site. These were used to identify the Index either by placing them on the table that contained the model or by hanging them on the wall.

Initially, all replication sites were provided with a general description of the Index for use in developing publicity. Some sites developed publicity materials, but others expressed the need for brochures and posters due to lack of funds and/or personnel to develop their own. A brochure and poster were designed, printed, and distributed to the sites who requested them. The brochure and poster each contain a general description of the Index and a space for the site to enter their name, address, hours of operation, and any other pertinent information. The poster and brochure are included in Appendix C. The majority of the sites have initiated publicity through the distribution of brochures, posters, letters, etc. and through articles in newsletters and newspapers.

The Austin Public Library site was used as a reference for developing an instrument for evaluating all sites. The various aspects of implementation of the Index were examined, and questions addressing the following issues were formulated: type of agency and clients served, reasons for testing the Index, introductory activities provided and type of people attending, person in charge of Index, publicity used, space location of Index, relationship with other activities in agency, problems encountered, availability of materials, user reaction, and agency reaction. This instrument was administered to each site either by telephone or by mail. (See Appendix C for copy of instrument.)

C. Sites

The following nine sites were chosen for implementation of the Parenting Materials Index (PMI):

1. Charter Oak Neighborhood School, West Hartford, Connecticut. The site is a neighborhood school with a parenting program which includes courses, workshops, and discussion groups to help parents develop day-to-day parenting skills. The school has a special reading room for parents (called the Parenting Materials Information Center) which contains books, pamphlets, and toys. Information is also provided to parents through television, radio, newspapers, and the coordination of existing services. The program serves parents of children of all ages, professionals, other adults. The initial contact was made in May 1977, and the replication agreement was signed in August 1977. The psychologist in charge of the parenting program spent one week at SEDL receiving training, using the PMIC, and consulting with the PMIC staff. The purpose of PMI within the Charter Oak School is to identify additional materials for the parenting materials center; to serve as a resource for parents and professionals; and to serve as a delivery system of parenting information. The PMI has been introduced and demonstrated to three professional groups: Charter Oak School Staff, C.E.T.A. Grant Employees in West Hartford, and the Psychology Staff. Plans are being made to demonstrate the system for Charter Oak's PTA and to have an article in the Hartford Courant newspaper to invite all West Hartford to use the system. The PMI is located in the pupil services complex which includes: two psychologists' rooms, large outer foyer with book shelves, and

a parent's reading room. The PMI is set up in the foyer and is visible from the corridor. Approximately 100 materials are available. The school psychologist in charge of the Index is currently in the process of writing a grant proposal to finance purchasing a large number of materials. Implementation was delayed due to the resignation of a staff member and the necessity of the psychologist in charge of PMI to assume extra duties. A new staff member should be hired by the end of October and this will alleviate the problem. Although the PMI has received minimum usage, it has been received with "interest and ethusiasm" and is a "vital and integral aspect" of the parenting program.

2. Parent Education Resource Center, Murray, Utah. This site is part of the Utah Learning Resource Center, established to provide special educators with new and current materials and information relevant to all areas dealing in special education. The Learning Resource Center includes a special area relating to responsible parenthood. It distributes and demonstrates parenting materials, including professional and resource materials; provides consultant services for the selection and use of materials and the evaluation of the effectiveness and usefulness of materials; holds class demonstration workshops for parents and prospective parents. The program serves parents, prospective parents, educators, administrators, students, paraprofessionals, parent trainers and personnel in related fields. In December 1976, the staff used the PMI to identify materials to purchase for their center. The possibility of replication was discussed at that time. A staff member from the Parent Education Resource Center

came to Austin in July 1977, to receive training and obtain the PMI. The PMI is being used to locate materials for inclusion in the center and to help parents and other users locate materials dealing with specific topics. Three new Parent Education Resource Centers and twelve Responsible Parenthood projects have recently been funded, and the PMI will be a "valuable resource to them." Letters were sent to all the school districts in the state inviting them to use the PMI. The two staff members of the project (one of which had received the training) resigned immediately after the PMI was received. Therefore, it was not used until new staff could be hired and trained. This caused a delay of approximately a month before the PMI was set up and used.

3. Young Family Resource Center, San Antonio, Texas. This is a demonstration project under the direction of the University of Texas Health Science Center School of Nursing, and operates in cooperation with volunteers from the Junior League and the Bexar County Medical Society Auxiliary. The Center's goal is to offer support and information to expectant parents and parents of young children and to assist them in making the most effective use of community resources. The Center has a browsing library of books, pamphlets, films, and toys, and offers parents small group educational meetings, special workshops, and individual opportunities to discuss experiences with children. Trained parent volunteers and clinical nurse specialists are available for consultation, and telephone information service is provided. The initial contact was made in August 1977. A PMIC staff member installed the PMI in September 1977. Two nurses and the Center's secretary were

trained at that time. The PMI is being used to identify new materials to add to the Family Resource Center's collection, to provide further information for use in parent group meetings, and for parents to use in locating information about special topics of interest. Nursing students and other students and professionals in the Health Science Center are using it as a research tool. Publicity was provided through letters sent to all parents on their mailing list, announcements to parents in group meetings, and posters placed in the Health Science Center. The PMI is located in the main room of the Center which is used for parent group meetings, individual consultation, browsing, etc.

4. Child and Family Service, Austin, Texas. This site is a private, nonprofit community agency funded by the United way. Its primary purpose is to help families understand and cope with the problems of daily living. Programs offered include: individual, marriage and family counseling; family life enrichment; adoption services; parent education groups; and services for school-age parents. The staff consists of professionals and social work student interns. The Austin Parenting Office is housed in the same facility. Initial contact with the site was made in April 1977, and the PMI was installed in September 1977. The Executive Director of Child and Family Service was trained when the PMI was installed, and an introductory session was given one week later to the entire staff of thirty, which included counselors, students, the executive director, parenting office representative, and other staff. The agency is using the PMI as a resource for counselors, students, and parents and as publicity

to attract more clients. The PMI is located in a resource library room used by staff. Future plans are to place it in other locations, including the waiting room and the lounge area where parents would have more access to it. Publicity has been provided through newspaper articles and posters placed in locations near the agency. Letters and brochures have been sent to all day care center directors in Austin and to educational directors of churches.

5. Austin Public Library, Austin, Texas. This site is at the headquarters of the City of Austin's library system. It is located in downtown Austin and serves the general public. Initial contact with the site was made in April 1977, and the PMI was installed in July 1977. At that time, three librarians and one person in charge of public relations were trained. Two introductory sessions for the general public were provided by SEDL, and the librarian in charge conducted one introductory session for the other library staff. Publicity was provided through articles in the newspaper advertising the introductory sessions; announcement in library newsletter; and posters and brochures placed in all day care centers and library branches. The PMI was initially placed in the children's section because that area of the library generally receives the most use by parents. During the last few weeks of testing, it was moved to the reference section. The pattern of usage was the same in each section. There was a general lack of usage of the library system during summer months, which contributed to minimum usage of the PMI. A professional sign, posters, and brochures were also required, and

these were provided. The PMI is being used to help parents locate parenting materials. The popularity of a special shelf at the library for parents indicated the need for these materials; however, it was difficult to locate them since they were shelved in different places in the library. The PMI serves to bridge the gap betwen the user and the materials.

6. Dallas Independent School District, Dallas, Texas. This is a special project developed by the Parent Education Specialist of the Dallas Independent School District (DISD) and funded through Title IV C. The goal of the project is to develop, implement, and disseminate strategies to strengthen parent education and involvement district-wide. One strategy has been the development of a Parent Materials and Information Center. The project serves parents and professionals within the entire school district. Initial contact with the site was made in May 1977, and the agreement was signed in September, 1977. A PMIC staff member installed the Index in Dallas and three DISD staff members were trained. A brief introduction to the PMI was given by a PMIC staff member to approximately thirty homemaking teachers, visiting teachers, counselors, and other professionals. An introductory session was given by DISD staff to the Parents Coordinatng Council. The PMI is being used to identify new materials to add to the DISD collection and to serve as a resource for professionals in the school district, parents, and students. A special room has been designated as the Parent Materials and Information Center in the Paul L. Dunbar Community Learning Center. The Center contains many books, pamphlets, and kits on parenting and parent training

sessions are held there. New materials are being added continuously.

7. Riverside County Schools, Riverside, California. This is a project within the county which serves as a resource and referral service for twenty-eight school districts. The main emphasis of the project is on coordinating child care within the county--including public and private day care, early childhood programs and kindergarten through third grade. The initial contact was made in March of 1977, and the agreement was signed in June of 1977. No training was provided, as the site did not have funds to allow a representative to travel to Austin. The PMI was acquired in June before the end of their funding period; however, it was not installed until October 1977, after the beginning of the school year. The Index is located in a Teacher Learning Center which is a combination of the Early Childhood K-3 Library, Riverside County Schools Education Library, Coordinated Child Care Library, and other materials from the Riverside County Schools. The materials cover general parenting topics, health, infant care, early childhood curriculum, etc. The Center is used by teachers and parents as well as by college and university students. The PMI is being used to identify new materials for inclusion in the Center and to help parents, teachers, and other users locate materials dealing with specific topics. Publicity has been provided through a sign on the bulletin board in the Center. The Center is still in the process of being organized, therefore, the PMI has not yet received maximum usage. The Index will also be used to respond to requests

through the toll free hotline which the center operates.

8/9. Department of Human Resources, Dallas and Fort Worth, Texas. The Department is a state social service agency which is setting up resource rooms of parenting materials to enhance parent education programs in Title XX day care centers in Dallas and in Fort Worth. Initial contact with the two sites was made in July 1977, and training was provided in September 1977. However, due to a major reorganization of the agency, the two PMI's will not be installed until January 1978. The PMI's will be used to identify materials for the resource rooms and will be used by parents and teachers.

D. Summary

In general, the most interested and enthusiastic responses to the PMI or Index have come from agencies actively developing and implementing parent education programs. Initially they have used the Index to identify materials to acquire for their programs and as a resource for information about additional materials the agency is unable to purchase. In the future the Index will be used to retrieve these materials and to provide information about them to others. Some sites have used the PMI as a tool to attract clients to their agency. The public becomes aware of the agency through its advertising of the Index, and also becomes aware of the other services the agency offers by visiting the agency in order to use the Index. The Index is being used by parent educators, parents, and teachers; many of the Indexes are also available for use by nursing and social work students, and they have found it to be a valuable resource.

The public library generally does not appear to be an agency with a need for the Index. It was originally chosen as a site because of the availability of materials. However, it was found that most patrons of the public library prefer to use the library card catalog or ask the librarian for help in the location and selection of materials.

The timing of the installations of the Indexes in the summer proved to be problematic due to low utilization of agencies during this time period. Additionally, four of the Indexes were located in school environments and therefore were not able to achieve maximum usage of the Index until October. Three sites experienced a delay in implementation due to staffing problems, and the two Department of Human Resources sites became involved in a major reorganization of their staff and will not be able to implement the Index until January 1978.

Because the majority of the sites have only recently implemented the Index, very little user reaction feedback has been received. The personnel at the sites, however, view the Index as an integral aspect of their agencies and feel that it will be used extensively in the future.

VI. IMPLICATIONS AND RECOMMENDATIONS

The following general considerations have been extracted from the operation experiences of the PMIC during this funding period, from comments made by external consultants, and from other comments by professionals and lay users of the PMIC.

A. Status of the Collection

The PMIC collection is reaching the point of being over-inclusive. A broad selection criteria was justified in the development phase in order to judge the nature, variety, and quality of materials available. During that phase, materials were acquired, incorporated into the collection, and listed without assurances of their real availability for wide distribution. In the future, materials that are restricted in use to a single geographical region or to some limited segment of the population should be excluded from a collection that generates information for national as well as regional and local consumption. In order to update the constantly changing information about availability, prices and addresses, the management of the collection of materials and the information about the current holdings require a more efficient operation that those procedures currently in use. The popularity of Parenting in 1976 and the demand for Parenting in 1977 are based on the relative scarcity of good sources in the area. However, the value of a non-selective, non-annotated listing has been questioned. The PMIC is now in a position to move into more selective annotated bibliographies. The Information Sheet has been designed to permit several levels of annotation to be included in special purpose bibliographies.

B. Analysis of Materials

The system for analyzing materials has produced a relatively consistent level of quality and has used a variety of individuals to perform the analyses. The training guidelines and the on-the-job training, supervision, and feedback from the staff can produce adequate to good results. The format and structure of the Information Sheet has been commented on favorably by a variety of users. The amount and specificity of the information included seems to serve the needs of users well. Some suggestions on the presentation of the forms themselves have been made and will be incorporated into future analyses. The selection of materials for analysis constitutes a judgment that should be increasingly based on assessment of quality of the material as compared with what is already in the collection. Some areas with a scarcity of materials require that perceived quality be sacrificed for the sake of comprehensiveness until developers of materials can fill the gaps with higher quality materials. Consumer demands in the form of popular areas is another consideration to be used when deciding on which materials should be analyzed next.

C. Ethnic and Sex Role Guidelines

In spite of the growing interest and many systems being developed to assess and guide the ethnic and sex role representation in materials, a quick and objective evaluation system continues to be exclusive. Our experience shows the need for guidelines that are tailored to the special purposes and limitations of individual projects. Among the considerations that are necessary, we can list the purpose of the guidelines (i.e., to guide before the development or to judge after the fact), the format of materials in question (i.e., printed, visual, multimedia), the type of materials (i.e., instructional materials, fiction, general information) and the specific subject matter with which they deal. It is important to consider the characteristics and qualifications of the person analyzing the materials and the time available or allocated for this purpose. Last, but not least, our experience clearly shows the critical importance of the underlying assumptions about the nature of society and social relations, and what is desirable or undesirable as a way to represent that society. The result of the work undertaken is an evaluative system that did not overcome the basic danger of subjectivity and that is tailored for the special purpose at hand. As such, it is doubtful that it could be used effectively for other purposes than to judge audiovisual materials dealing with parenting/family/home concerns, in the context of a larger analysis of such materials with limited time available.

D. Dissemination

The dissemination activities carried out during this period utilized the strategies identified and attempted in the previous period. As before, the comparability between campaigns and the assessment of the relative effectiveness of the different campaigns was hampered by practical considerations. The primary focus of the activities was to disseminate information about products and services available, and only secondarily to assess the effectiveness of various campaigns. As a result of this emphasis, dissemination activities suffered from a lack of the careful controls that characterize research activities. Because of the limited capacity to respond to requests, restraint was exercised in the number of campaigns which were executed.

These limitations are inherent to a project that is primarily developmental and not service oriented.

The potential appeal of each campaign depended in part on the nature of the media used and the product or service offered. Thus, it is difficult to compare the results of distributing an announcement for a book that sells for $5.00 and is described to the target audience in familiar terms with the results of distributing a brochure that offers a free search which requires having a more or less specific problem or need that can be identified and described in writing.

The assessment of the results of a given campaign continued to be a problem. The selection of a criteria for effectiveness required the identification and measurement of levels of diffusion of information, such as awareness, interest in knowing more, evaluation of potential usefuleness, and actual use or acquisition. Only actual use or purchase can be easily determined; the intermediate levels require more refined probes. Given the staff capability for service and the availability of materials with which to respond to inquiries or requests, the dissemination activities were generally successful. Complex research designs and controls that are beyond reach at this time would be required to determine the effectiveness of a given strategy across target groups, or to isolate combinations of strategies with target groups that yield better results. This would require control in time and the use of a common product or service as the main deliverable.

The nature of the products and services available and the heterogeneity of the target population engaged in parenting and parent education requires a multi-strategy approach with repeated exposures to to the product or service available. Special purpose campaigns should be designed to capture a clearly defined, high priority target group. The target group would have to be defined in terms of geographical location or spread, professional status, type of occupation, affiliation to professional groups, etc. Only a clear identification and enumeration of the target individuals and control over the dissemination activities can provide accurate estimates of campaign effectiveness. Policy decisions concerning groups to pursue and with what intensity will have to be determined by the amount of funding, staffing and stated purposes of the project.

E. Replication

The replication activities undertaken as a pilot test for the system have produced a wide array of experiences that are likely to be repeated in future wide-scale replication. The replications set up in the various agencies have suffered from work cycles that are seasonal in nature, unstable staffing, and uncertain continued funding. The initial motivation in all sites has been high, but in the course of the work other extraneous factors in some cases have threatened the success and stability of the PMI's. The seasonal variations in school activities has affected the volume of use. In other cases staff members briefed and motivated about the replication have left, and the transition has meant delays. Finally, changes in funding and agency priorities have resulted in temporary delays in the implementation of activities in two of the replication sites. An important lesson of this period has been the need to make realistic allowances for the time involved in actions of this nature. A replication involves at least two institutions and two sets of individuals exposed to many other pressures in addition to the mutual interest in parenting. In order to evaluate the effectiveness, usefulness, and use patterns, it is necessary to allow for sufficient time. How long is suffient time is hard to decide for all replications, but it should involve at least one complete cycle of activities after the initial implementation. In a school-based or related center it should be available for use for at least one full academic year.

F. Implementation

The activities of the last year have brought into clear focus the distinction between the Parenting Materials Information Center (PMIC) and the Parenting Materials Index (PMI). The PMIC is the ongoing project that has developed a series of products, the most important of them being the PMI. The other products include: Information Sheets, short bibliographies, brochures, posters and four editions of the listing of materials acquired in the collection (the latest is Parenting in 1977.)

An important part of the PMIC is the collection of materials that is housed in the SEDL facility in Austin. As part of the developmental work involved in the PMIC project, a limited search service has been performed using the PMI as the basic tool. These searches have resulted in a set of Information Sheets, sent by mail to those who request information. In order to use this service it is not necessary to be familiar with the PMI or how it works. The PMIC has as its basic function to maintain the currency of the collection of materials that constitute the data base of the PMI. This involves active search, acquisition, and analysis of materials that are then incorporated into the PMI. The second function of the PMIC, one that was selected as the most important by one of our consultants (See Appendix D), involves setting up and servicing a network of PMI's. It is the PMI that consttitutes the service point, rather than the PMIC. The PMIC's function is as a management center and distributor of services to other agencies. The implication of this conception is that the main task for the PMIC becomes setting up and servicing (updating and assisting) the PMI's. The outreach and dissemination activities then would be directed to those individuals who act as "facilitators" in professional or paraprofessional roles serving parents.

The PMIC is realizing its information gathering and dissemination function through a variety of products. The greatest potential lies in the PMI as a tool for parent education professionals. That tool can be kept current and active in the context of a network of PMI's served from a permanent central management facility, the PMIC.

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APPENDIX A

Dictionary of Terms

Code Sheet

Sample Information Sheets

User's Handbook "How to Use the Parenting Materials Index

PMIC Brochure and Search Form "The Parenting Materials Information Center"

Operator's Manual

Sample Specialized Bibliographies

Visitor's Questionnaire

2 ABORTION 2

MATERIALS DEALING WITH THE INTERRUPTION OF NORMAL PREGNANCY BY ARTIFICIAL MEANS. INCLUDES MEDICAL FACTS; PHYSICAL AND EMOTIONAL EFFECTS ON THE WOMAN; AND MORAL, RELIGIOUS, AND LEGAL ISSUES.

38 ACADEMIC ACTIVITIES IN GENERAL 38

MATERIALS DEALING WITH A VARIETY OF ACTIVITIES TO ENHANCE ACQUISITION OF SCHOOL RELATED SKILLS. INCLUDES OVERVIEWS OR COMBINATIONS OF SEVERAL SPECIFIC SKILLS DEALT WITH IN A GENERAL OR CURSORY MANNER.

ACCIDENTS SEE SAFETY IN GENERAL 55
ACTING OUT SEE MAKE-BELIEVE ACTIVITIES 28
ACTIVITIES (EDUCATIONAL) SEE PARENT-CHILD ACTIVITIES IN GENERAL 26

114 ACTIVITIES AND RECREATION FOR EXCEPTIONAL CHILDREN 114

MATERIALS DEALING WITH RECOMMENDED ACTIVITIES FOR THE EXCEPTIONAL CHILD. INFORMATION ABOUT SPECIFIC ACTIVITIES SUITABLE FOR THE TYPE OF HANDICAP UNDER CONSIDERATION. METHODS OF RECREATION TO COMBINE PHYSICAL, INTELLECTUAL AND SOCIOEMOTIONAL NEEDS. IMPORTANCE OF THE PARTICIPATION OF THE FAMILY; ROLE OF SIBLINGS, EXTENDED FAMILY, AND FRIENDS IN PROVIDING SUITABLE RECREATIONAL OPPORTUNITIES.

ADDICTION SEE DRUGS, ALCOHOL AND OTHER HABITS 50

169 ADOLESCENCE 169

MATERIALS DEALING WITH PROBLEMS AND CHARACTERISTICS OF INDIVIDUALS BETWEEN THE AGES OF 13 AND 18 YEARS. THE ONSET OF ADOLESCENCE IS USUALLY EARLIER IN GIRLS THAN IT IS IN BOYS. THE END OF ADOLESCENCE IS LESS WELL DEFINED, BUT IT INVOLVES END OF GROWTH, OSSIFICATION OF BONES, CHANGES IN VOICE, DISTRIBUTION AND AMOUNT OF HAIR, ETC.

ADOPTED CHILDREN SEE ADOPTION 15

15 ADOPTION/ADOPTIVE PARENTS/ADOPTIVE PARENTING 15

MATERIALS DEALING WITH DIFFERENT ASPECTS OF ADOPTION, INCLUDING LEGAL ASPECTS, SOCIAL AND PSYCHOLOGICAL IMPLICATIONS OF ADOPTION FOR THE PEOPLE INVOLVED (CHILDREN AND ADULTS), AND SPECIAL CASES SUCH AS INTERRACIAL ADOPTION.

104 ADULT EDUCATION AND PROGRAMS 104

MATERIALS DEALING WITH THE PHILOSOPHY, GOALS AND METHODS FOR INCREASING THE VOCATIONAL OR ACADEMIC LEVEL OF THE ADULT. THESE MATERIALS DISCUSS EDUCATION DESIGNED TO ENRICH THE GENERAL LIFESTYLE OF ADULTS, SUCH AS CONSUMER EDUCATION, COURSES ABOUT BASIC LIVING SKILLS, ETC.; INCLUDES SPECIFIC PROGRAMS, COURSES, SCHEDULES, AND INSTITUTIONS.

ADVISORY COMMITTEES SEE PARENT INVOLVEMENT PROGRAM ADMINISTRATION 94
AFDC PROGRAM SEE SOCIAL SERVICE PROGRAMS 98
AFFECTIVE DEPRIVATION SEE LOVE & CARING 78
AFFECTIVE DEVELOPMENT SEE SOCIAL AND EMOTIONAL DEV. IN GENERAL 69
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AGGRESSION SEE ANGER & AGGRESSION 75
AGNOSIA SEE SPEECH HANDICAPS 127
AID TO FAMILIES WITH DEPENDENT CHILDREN SEE SOCIAL SERVICE PROGRAMS 98
AIDS FOR THE HANDICAPPED CHILD SEE HEALTH AND SAFETY OF EXCEPTIONAL CHILDREN 115
ALCOHOLISM SEE DRUGS, ALCOHOL AND OTHER HABITS 50

ALIMONY SEE DIVORCE 25
ALLERGIES SEE CHRONIC HEALTH PROBLEMS 51
AMERICAN-INDIAN HERITAGE SEE NATIVE-AMERICAN-INDIAN PARENTS 136
ETHNIC/CULTURAL AWARENESS 99
75 ANGER AND AGGRESSION 75
MATERIALS DEALING WITH THE CAUSES AND EFFECTS OF ANGER AND AGGRESSIVE BEHAVIOR AND FEELINGS IN THE CHILD. MAJOR PERSONALITY PROBLEMS INVOLVED, INCLUDING CONTROL OF BEHAVIOR, ADAPTATION TO SOCIALLY ACCEPTABLE NORMS, SEX DIFFERENCES AND CULTURAL DIFFERENCES. DISRUPTION OF RELATIONSHIPS WITH FAMILY AND PEERS.
ANXIETY SEE FEAR & ANXIETY 76
APHASIA SEE SPEECH HANDICAPS 127
APPETITE SEE NUTRITION AND FOODS 54
APPLIANCES FOR THE HANDICAPPED SEE HEALTH AND SAFETY OF EXCEPTIONAL CHILDREN 115
APPLIED BEHAVIOR MODIFICATION SEE SPECIAL EDUCATION AND PROGRAMS 105
ARGUMENTS BETWEEN PARENTS SEE MENTAL HEALTH AND COUNSELING 96
ARTIFICIAL RESPIRATION SEE HOME SAFETY AND FIRST AID 56
27 ARTS AND CRAFTS ACTIVITIES 27
MATERIALS DEALING WITH CREATIVE, EXPRESSIVE ARTS AND CRAFTS AND INSTRUCTIONS FOR TEACHING AND FACILITATING ACTIVITIES SUCH AS WEAVING, SEWING, EMBROIDERING, FINGER PAINTING, COLORING, DRAWING, SKETCHING, MAKING COLLAGES, CUTTING, PASTING, USE OF SAND CLAY, PLASTICINE. SELECTION OF MATERIALS FOR USE IN ARTS AND CRAFTS.
ASIAN-AMERICAN SEE ETHNIC/CULTURAL AWARENESS 99
ASSESSMENT OF EXCEPTIONALITIES SEE IDENTIFICATION & ASSESSMENT 111
ASTHMA SEE CHRONIC HEALTH PROBLEMS 51
AUDIOCASSETTE SEE CASSETTE 148
147 AUDIOVISUAL IN GENERAL 147
MATERIALS THAT CONTAIN DEVICES THAT STORE IMAGES AND/OR SOUND TO BE REPRODUCED WITH THE PROPER EQUIPMENT.
AUDITORY PROCESSES SEE SENSORY DEVELOPMENT 66
AUTISTIC CHILDREN SEE EMOTIONALLY AND SOCIALLY MALADJUSTED CHILD 122
AUTONOMY SEE INDEPENDENCE & RESPONSIBLTY 74
BABY SEE INFANCY 166
BABYSITTING SEE PARENTING IN GENERAL 7
BALANCE SEE MOTOR SKILLS AND COORDINATION 64
BATTERED CHILD SYNDROME SEE EFFECTS OF ABUSE & NEGLECT 88
BEDWETTING SEE FEAR AND ANXIETY 76
BEHAVIOR MANAGEMENT SEE PRINCIPLES OF BEHAVIOR MNGT 45
BEHAVIOR MODIFICATION SEE PRINCIPLES OF BEHAVIOR MNGT 45
BEHAVIORAL TECHNOLOGY SEE PRINCIPLES OF BEHAVIOR MNGT 45
BEREAVEMENT SEE DEATH 84
153 BIBLIOGRAPHY 153
A COMPILATION OF LITERATURE OR REFERENCE WORKS WHICH HAVE BEEN PUBLISHED ON A PARTICULAR SUBJECT OR BY A PARTICULAR AUTHOR. A RECORD OF MATERIALS ARRANGED ACCORDING TO NAME, LABEL, OR TYPE OF ARTICLE OR RESOURCE MATERIAL AVAILABLE AND SOURCE FROM WHICH IT MAY BE OBTAINED (LIBRARY, STORE, DEPOSITORY, ORGANIZATION, ETC.)
BICULTURAL EDUCATION SEE BILINGUAL/MIGRANT EDUCATION PROGRAMS 106
ETHNIC/CULTURAL AWARENESS 99

106 BILINGUAL/MIGRANT EDUCATION AND PROGRAMS 106

MATERIALS DEALING WITH THE PHILOSOPHY, GOALS, AND METHODS FOR BILINGUAL AND/OR MIGRANT WORKER EDUCATION. TITLES, LEGISLATION, AGENCIES, PURPOSES, STRUCTURES, AND ADMINISTRATION OF SUCH PROGRAMS, PUBLIC AND PRIVATE. BILINGUAL MATERIALS INVOLVE INSTRUCTION IN ANY LANGUAGE OTHER THAN ENGLISH, IN WHOLE OR PART. MIGRANT MATERIALS ESPECIALLY PROVIDE FOR THE UNIQUE EDUCATIONAL NEEDS OF MIGRANT WORKERS AND THEIR CHILDREN, WHOSE PATTERNS OF MOBILITY ENTAIL DISRUPTION OF FORMAL EDUCATION.

62 BILINGUALISM 62

MATERIALS DEALING WITH THE ABILITY TO EFFECTIVELY USE TWO LANGUAGES, INCLUDING VARIETIES OR LEVELS OF BILINGUALISM, ITS IMPLICATION FOR COGNITIVE DEVELOPMENT, EDUCATION, SOCIAL ADJUSTMENT, ETC.

BIRTH CONTROL METHODS & DEVICES SEE FAMILY PLANNING 19
BIRTH CONTROL PILLS SEE FAMILY PLANNING 19
BIRTH DEFECTS SEE CEREBRAL PALSY AND OTHER CRIPPLING DISABILITIES 121
BIRTH DEFECTS (PREVENTION OF) SEE PRE-NATAL HEALTH AND CARE 3

5 BIRTH PROCESS 5

MATERIALS DEALING WITH THE ONSET AND STAGES OF LABOR, DELIVERY OF NEWBORN AND TYPES OF DELIVERY (SPONTANEOUS, FORCEPS, CAESAREAN). COMPLICATIONS OF DELIVERY INCLUDING PREMATURE BIRTH. INFORMATION ABOUT HOSPITALIZATION, ANESTHESIA, AND RISKS FOR THE BABY AND MOTHER DURING BIRTH.

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134 BLACK PARENTS (TARGET TERM) 134

PARENTS WHOSE ETHNIC/CULTURAL HERITAGE IS FROM THE BLACK (ORIGINALLY AFRICAN) RACE, A MINORITY GROUP.

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BODY PROPORTIONS SEE PHYSICAL GROWTH 65

145 BOOK 145

SEQUENCED SET OF WRITTEN OR PRINTED SHEETS OF PAPER BOUND TOGETHER INTO A SINGLE VOLUME; A PRINTED WORK OF SOME LENGTH WITH CONSECUTIVELY NUMBERED OR LETTERED PAGES.

146 BOOKLET/PAMPHLET 146

PRINTED READING MATTER ARRANGED ON A SET OF SHEETS OF PAPER, CUSTOMARILY FOLDED AND STAPLED IN THE CENTER, WITHIN AN OUTER SHEET, OR COVER, OF SLIGHTLY HEAVIER PAPER; TYPES OF BOOKLETS INCLUDE MIMEOGRAPHED REPRODUCTIONS, LEAFLETS, PAMPHLETS, AND BROCHURES; CONTENT IS USUALLY INFORMATION ON A SPECIFIC SUBJECT, AND OFTEN IS PROMOTIONAL IN NATURE.

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BRAIN-INJURED OR BRAIN-DAMAGED CHILD SEE LEARNING DISABILITIES 125
MENTAL RETARDATION 126
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CANCER IN CHILDREN SEE CHILDHOOD AILMENTS 52
CARING SEE LOVE & CARING 78

148 CASSETTE (AUDIO) 148

MAGNETIC TAPE IN THE FORM OF A CASSETTE. INCLUDES DIFFERENT LENGTHS OF TAPE.

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CYSTIC FIBROSIS SEE CHRONIC HEALTH PROBLEMS 51
DANCING SEE MUSIC & RHYTHMIC ACTIVITIES 30
DAY CARE EDUCATION SEE PRESCHOOL/DAY CARE EDUCATION & PROGRAMS 102
124 DEAFNESS SEE HEARING IMPAIRMENT 124
84 DEATH 84

MATERIALS DEALING WITH INFORMATION ABOUT DEATH AND DYING, BOTH FROM THE ADULT'S AND CHILD'S POINT OF VIEW. INCLUDES THE SOCIAL AND EMOTIONAL ASPECTS, SUCH AS MOURNING, GUILT, AND RECOVERY. MATERIALS THAT WILL HELP CHILDREN AND ADULTS ADJUST TO A LOSS.

DELINQUENCY SEE EMOTIONALLY AND SOCIALLY MALADJUSTED CHILD 122
DETECTION & REPORTING OF CHILD ABUSE SEE REPORTING & LAWS ABOUT CHILD ABUSE 86
71 DEVELOPMENT OF CONSCIENCE 71

MATERIALS DEALING WITH THE ACQUISITION AND CHANGE OF STANDARDS OF CONDUCT, WHAT IS RIGHT OR WRONG, AND THE MECHANISMS OF SELF-CONTROL, SUCH AS GUILT, SHAME, PRIDE. INFLUENCE OF PARENTAL STANDARDS AND CULTURE. IMPACT OF SEVERE STANDARDS ON BEHAVIOR, MORAL CONSCIENCE AND MORAL JUDGMENTS AND THEIR CHANGE WITH AGE AND COGNITIVE DEVELOPMENT.

DEVELOPMENTALLY DELAYED SEE VISUAL IMPAIRMENT 128
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ANALYST____________________ MATERIAL #____________________

DATE____________________ MAJOR AREA____________________

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SAMPLE INFORMATION SHEETS

PMIC INFORMATION SHEET

Format Book
Age Level Infancy, Preschool Age, School Age, Adolescence
Primary Target Parents in General, Pre-Parents
Cost $8.95

DOCUMENT No 1720
MATERIAL No 01 1644
SHELF CODE Family

TITLE THE JOY OF THE ONLY CHILD

AUTHOR Ellen Peck

COPYRIGHT 1977

PUBLISHER Delacorte Press
Dist. by: Dial Press
1 Dag Hammarskjold Plaza
245 E. 47th St.
New York, NY
10017

Narrative Description

The Joy of the Only Child is a book written primarily for parents and parents-to-be in an effort to destroy the stereotype of the only child as psychologically maladapted. The author presents a combination of research findings and antecdotal evidence to support her claim that only children are more likely to be better adjusted in many spheres than other people. She hopes to help those who are now single-child parents withstand social pressures to have more children, and to convince parents-to-be that only-child families may be the best alternative in our present and future society.

Contents: Page

Introduction--"The Spirit of St. Louis" 1
(An overview of the problem of stereotypes of only children and of the birth-order research and new awareness)
1. The Success of the Only Child 17
(Famous people who are only children; findings of surveys of only children regarding health and energy, leadership, good character traits, sharing, adjustment)
2. The Joy of Being an Only Child 43
(An in-depth look at the problematic effects of sibling rivalry, material benefits of the only child, increased creativity and independence of the only child)
3. The Joy of Having an Only Child 85
(Problem of when to have a second child, advantages of being able to spend more time with an only child, reduction of professional-parental role conflict, increased possibilities for marital disharmony with more than one child)
4. Echoes from a Past of Myth and Prejudice 116
Misuse of terms such as "spoiled" and "selfish", the only child in literature, professional assessments of only children, destructiveness of negative myths, motivation for having an only child)
5. One Child: The Pleasures and Problems 146
(Possible social alienation of the only child, advanced knowledge and capabilities of the only child setting him apart, possible loneliness of parent, fear of only child's dependency on parents)
6. Is One Child for You? 168
(Positive and negative reasons for having children, a checklist of reasons to have an only child)
7. The Family of the Future: The One-child Family 194
(Considerations of over-population, economic realities, increased morality and social conscience of only children)

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EXPERIMENTAL EDITION. The PARENTING MATERIALS INFORMATION CENTER is part of a project funded by the National Institute of Education, Dept. of HEW. For information contact Southwest Educational Dev. Lab., 211 E. 7th St., Austin. TX 78701. (512) 476-6861.

This 243-page hardback book is divided into seven chapters and has a high reading level.

PMIC INFORMATION SHEET

Format Book
Age Level Infancy, Preschool Age, School Age, Adolescence
Primary Target Parents in General
Cost $1.50

DOCUMENT No 1621
MATERIAL No 01 1617
SHELF CODE Parenting

TITLE HOW TO RAISE A HUMAN BEING

AUTHOR Dr. Lee Salk and Rita Kramer

COPYRIGHT 1973

PUBLISHER Warner Paperback Library
75 Rockefeller Plaza
New York, NY 10019

Narrative Description

The book, How to Raise a Human Being, was written for parents as a practical guide to the emotional health of their children. The authors "hope to provide scientific information about the kinds of experiences to provide in general for different phases of development." They also discuss what kinds of problems are likely to arise at certain stages and some helpful ways of handling them using the natural tendencies of parents.

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3. The Newborn+-Individual Differences and Similarities 47
4. Needs for Bonding, Handling and Stimulation in the Newborn 61
5. Common Concerns About Feeding the Baby 77
6. On Being a Parent--Rapport, Flexibility, Gratification 83
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Part Two: After Infancy--The Baby Becomes a Child

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9. Learning and Language Acquisition 113
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Part Three: Toward a Separate Self--The Child Grows Up

14. The Nursery Years--Fostering Independence While Providing Security 161
15. The School Years--Beginning to Let Go 177
(Discharge of energy, experimenting with life, separating from the family, sexual curiosity, need for heroes, crucial peer relations)
16. Adolescence--Finding a Place in the World and the Process of Individuation 193

This 204-page, paperback book is divided into 16 chapters and has a high reading level.

EXPERIMENTAL EDITION. The PARENTING MATERIALS INFORMATION CENTER is part of a project funded by the National Institute of Education, Dept. of HEW. For information contact Southwest Educational Dev. Lab., 211 E. 7th St., Austin, TX 78701. (512) 476-6861.

PMIC INFORMATION SHEET

Format Book
Age Level School Age
Primary Target Parents in General
Cost $ 1.25 Paperback; $ 4.50 Hardback

DOCUMENT No 1619
MATERIAL No 01 1640
SHELF CODE Family

TITLE MY DAD LIVES IN A DOWNTOWN HOTEL

AUTHOR Peggy Mann

COPYRIGHT 1973

PUBLISHER Avon Books (Camelot Edition) Paperback
Division of The Hearst Corporation
959 Eighth Avenue
New York, NY 10019

Doubleday & Co., Inc. Hardbac
245 Park Avenue
New York, NY 10017

Narrative Description

My Dad Lives in a Downtown Hotel is a fictional account of one boy's adjustment to his parents' divorce. Told from Joey's own point of view, the book was written for children undergoing the same experience in order that they might more readily learn to accept the situation and understand the emotions they are undergoing.

Contents:

Joey Grant finds that his parents are going to divorce. It is devastating to him until he realizes that it is true what both his parents say, that they will continue loving him and caring for him no matter what happens. He soon discovers that many of his friends have divorced parents as well, and that, whatever the disadvantages, once a week he and his father will have a whole day together.

This 92-page book is published in both a paperback and a hardback edition. The book has 6 chapters and is illustrated with 16 pen-and-ink drawings.

The material has a moderate reading level.

PMIC INFORMATION SHEET

Format Instructional Material, Filmstrip
Age Level Infancy, Preschool Age, School Age
Primary Target Black Parents, Hispanic Par., Nat. Am. Indian Par.
Cost Complete series of 4: $180 (w/records), $200 (w/cassettes)
Cost per set: $53 (w/record), $58 (w/cassette)

DOCUMENT No 1721
MATERIAL No 03 0153-6
SHELF CODE Parent/Schoo
Community

TITLE WITH PRIDE TO PROGRESS: THE MINORITY CHILD

AUTHOR Parents' Magazine

COPYRIGHT 1976

PUBLISHER Parents' Magazine Films, Inc.
52 Vanderbilt Avenue
New York, NY 10017

Narrative Description

With Pride to Progress: The Minority Child is a series of four sets of five filmstrips "designed to provide clear and sensitive insights into the needs of children from minority cultures." The material focuses largely on the special needs of the separate ethnic groups, as well as problems common to all minority groups. Much of the program reflects the belief that "the more minority children feel pride in their background and see their heritage as a source of strength, the more likely it is that they will be able to function well as adults." The program may be helpful to minority parents and parents-to-be in its treatment of the problems of child-rearing as related to the frequent element of economic insecurity and the emotional impact of prejudice. This series may be used by community groups and organizations, in schools and colleges, and by professionals and paraprofessionals who work with minority group families.

Contents:

Set One: The Black Child (Script by James P. Comer, M.D.)

1. The Black Child in America
   (Effects of poverty and lack of opportunities on Black parenting practices)
2. Racial Awareness and Problems
   (Subtle forms of racial awareness through attitudes and distribution of roles, need for encouragement of positive attitudes by caregivers by confident and relaxed discussion of racial differences as soon as children begin to ask questions
3. The Foundation of Racial Identity
   (Importance of prenatal care and encouraging support from infancy through later childhood)
4. Black, Proud and Able
   (Providing early stimulation and education, instilling confidence in the child's capabilities and pride in his heritage)
5. In Behalf of Our Children
   (Need for consistent involvement by parents in their children's social and academic growth, need for parents' help in neutralizing impact of racial prejudice)

Set Two: The Puerto Rican Child (Script by Aixa Figueroa de Berlin, M.S.)

1. The Old Home and the New
   (Adjusting to a different environment and problems of poverty, crime and poor school conditions; threat to traditional family life and values)
2. Three Generations
   (Importance of extended family in Puerto Rican culture, traditional maternal and paternal roles)
3. Life with Puerto Rican Parents
   (Traditional parent-child relationship and sex role expectations, the difficult balance between maintaining a cultural heritage and adapting to changes)

EXPERIMENTAL EDITION. The PARENTING MATERIALS INFORMATION CENTER is part of a project funded by the National Institute of Education, Dept. of HEW. For information contact Southwest Educational Dev. Lab., 211 E. 7th St., Austin, TX 78701, (512) 476-6861.

4. The Formative Years
   (Importance placed on early child-rearing in Puerto Rican culture, difficulties imposed when English has not been spoken or taught in the home)
5. Pride in Belonging
   (Need for parent and teacher understanding of children's special problems in school)

Set Three: The Chicano Child (Script by Nathaniel Archuleta, Ph.D.)
1. A Chance for Our Children
   (Poverty of living conditions and opportunities for many Chicanos, emphasis on love for family and respect for authority in Chicano culture)
2. La Familia
   (Children's place as valued members of the family and society in Chicano culture)
3. Responsibilities of Parenthood
   (Emphasis on early childrearing in the Chicano family, difficulties imposed by poverty)
4. Learning with the Family
   (Early stimulation and education provided by parents and extended family)
5. From Home to School
   (Failure of American school system to meet special needs of Chicano children)

Set Four: The Indian Child (Script by Winona Sample)
1. Between Two Worlds
   (Plight of Indian children in the educational system and discrimination against Indians in jobs and society)
2. Child Rearing Practices
   (Emphasis on self-reliance and allowing the child to develop and mature at his own rate, children seen as important contributors to family and society)
3. Traditional Values
   (Multiplicity of Indian culture, universal Indian values of humility and harmony)
4. Parents as Teachers
   (Emphasis placed on early education and independent work for Indian children)
5. Going to School
   (Problems faced by Indian children and parents in the school system)

Each set in the series is accompanied by a five-page discussion guide that includes a statement of the purpose of the program, suggested questions for discussion based on each filmstrip, and a list of suggested references and resources. The material in the guide has a high reading level.

Some of the audio material is presented in Spanish. Translations appear in the scrip booklets and the text is partially subtitled on the filmstrips.

A filmstrip projector, screen, and cassette or record player are needed to present this material.

Each set in the series may be purchased separately and is composed of:
1. Five full-color filmstrips (from 50 to 60 frams in each),
2. One 12" LP record or three cassettes,
3. Five audio script booklets, one for each filmstrip,
4. One discussion guide.

PMIC INFORMATION SHEET

Format Booklet
Age Level Preschool Age, School Age
Primary Target Parents of Ex. Children, Sp. Ed. Teachers, Nonteaching Profess.
Cost $1.00

DOCUMENT # 1724
MATERIAL # 02 1268
SHELF CODE Parent/ School Communit

TITLE WORKING WITH PARENTS: THE OCHLOCKNEE PROJECT

AUTHOR N/A

PUBLISHER Southwest Georgia Program for Exceptional Children
P.O. Box 110-A
Ochlocknee, GA 31773

COPYRIGHT N/A

Narrative Description

This booklet, Working With Parents: The Ochlocknee Project, is "intended to support the activities of pre-school program staff in planning and implementing comprehensive parent services." It is especially designed to increase parent involvement in a program of parent services in rural areas.

The booklet briefly covers topics and activities of interest to parents and staff involved in programs for handicapped children. There are nine sections, entitled: "On Parents," "Parent Advisory Committee," "Parent Meetings," "Home Visiting," "Counseling," "Workshops and Group Discussion," "Classroom Observation," "Parents Teaching at Home," and "Parents Working in the Classrooms."

This 20-page booklet includes a two-page bibliography and has a high reading level. Photographs of parents and children of different ethnic groups are used throughout the booklet.

EXPERIMENTAL EDITION. The PARENTING MATERIALS INFORMATION CENTER is part of a project funded by the National Institute of Education, Dept. of HEW. For Information contact PMIC, Southwest Educational Development Laboratory, 211 East 7th Street, Austin, TX 78701, (512) 476-6861.

PMIC INFORMATION SHEET

Format Book
Age Level Infancy; Preschool Age; School Age; Adolescence
Primary Target Fathers
Cost $7.95 Hardback

DOCUMENT No 1625
MATERIAL No 01 12860
SHELF CODE Family

TITLE PART-TIME FATHER: A GUIDE FOR THE DIVORCED FATHER

AUTHOR Edith Atkin and Estelle Rubin

COPYRIGHT 1976

PUBLISHER The Vanguard Press, Inc.
425 Madison Avenue
New York, NY 10017

Narrative Description

Part-Time Father was written as a guide for divorced or separated fathers, especially those worried about the effect of the separation or divorce on their relationship with their children. The book addresses the widest variety of problems a divorced father may have to face, from those "with his children at different stages of their development, (through the many, different stages of the divorce, to the evolving relationship (of all parties as they) adjust to the situation. Anecdotes and case histories illuminate the central ideas of each section."

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1. In Limbo 15
(An overview of the situation of the divorced father, including: the conflicting advice one gets; the plight of the part-time father; loneliness; seeing the children -- by appointment only; inner turmoil; divorce -- the tie that binds; children who act up after a divorce; have we harmed our children?)
2. Fathering 29
(The role of fathering in today's world as related to children at various age levels)
3. Part-Time Fathering 38
(The new role of "part-time father": once a father always a father; the absent father and his children at various age levels; when to seek expert help; each divorced father is different; mixed reactions about the divorce; guilt; fears about loss of authority; ex-wife as kin; when to give up on seeing kids)
4. Harry - One Divorced Father 51
(Narrative example of the newly divorced father)

Part II: Nitty-Gritty of Divorce

5. Breaking Up 61
(Emotional pain and problems at the time of divorce: breaking up and the children; telling the children--when to tell, what to tell, who tells; children's reactions; after closing the door)
6. The Visiting Father 72
(An overview of visitation problems)
7. Money, Money, Money 93
(An overview of the role of money in the divorced family situation)

Part III: New Lives

8. Bachelor Father 116
(Dating; when mother objects; reactions to the ex-wife's dating; adjusting to two lives -- the child's dilemma)

EXPERIMENTAL EDITION. The PARENTING MATERIALS INFORMATION CENTER is part of a project funded by the National Institute of Education, Dept. of HEW. For information contact Southwest Educational Dev. Lab., 211 E. 7th St., Austin, TX 78701, (512) 476-6861.

9. Remarriage 121
(An overview of remarriage; remarriage opens new possibilities and new relationships; problems; reaction to ex-wife's remarriage; children's reactions; when father remarries; stepparents; two homes or one?)

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13. Living with the Adolescent 180
(The adolescent child of divorce may be more subject to ups and downs; the divorce father and his adolescent children; you are not his therapist; the risks of single parenthood; know thyself as an answer; when professional help may be needed)

Epilogue 191

This 191-page, hardback book includes an introduction, 13 chapters, and an epilogue. The chapters are grouped into four sections, three or four chapters to each.

The material has a high reading level.

PMIC INFORMATION SHEET

Format Book
Age Level School Age, Adolescence
Primary Target Parents in General
Cost $8.95

DOCUMENT No 1617
MATERIAL No 01 1533
SHELF CODE Parent/Schoo
Community

TITLE BETWEEN PARENT AND SCHOOL

AUTHOR Murray Kappelman, M.D. and Paul Ackerman, Ph.D. COPYRIGHT 1977

PUBLISHER Dial Press
1 Dag Hammarskjold Plaza
245 E. 47th St.
New York, NY 10017

Narrative Description

The book, Between Parent and School, is written to help parents become part of the team which works to ensure quality education for the individual child. "The expectations and objectives of other members of the team are discussed as well as how the team as a whole can best be utilized in a school setting." The authors believe that "each child will be helped only if there is sufficient rapport and understanding between parent, teacher, and school."

Contents: Page

1. Why You Need This Book: For Parent Power
(Potential for parental impact on the school system) 1

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4. The Special Education Teacher's Role/Parent-Special Education Teacher Interaction 38
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13. The Hyperactive Child at Home and at School: Constructive Suggestions 134
14. Abuse of Children by Teacher or Peer and What to Do About It 149
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17. A Positive Approach toward the Child with Physical Handicaps 179
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20. The Gifted Child 211
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21. Help for the Child with an Acute Illness 228

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23. Maximizing Effectiveness of Your Intervention--Helping Many Children 247
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26. Parent's Role in the Parent-Child-School Team 273

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Appendix: Resources for Parents
Index

This 296-page, hardback book is divided into 26 chapters and has a high reading level.

PMIC INFORMATION SHEET

Format Instructional Material, Book, Textbook/Workbook
Age Level Adulthood
Primary Target Parents in Gen.
Cost $13.50 Manual and Workbook

DOCUMENT # 1537
MATERIAL # 03 0172
SHELF CODE Discipline

TITLE PARENTING SKILLS

AUTHOR Richard R. Abidin

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PUBLISHER Human Sciences Press
A Division of Behavioral Publications
72 Fifth Avenue
New York, NY 10011

Narrative Description

Thr program, Parenting Skills, helps parents identify, specify learn, and practice basic skills involved in child-raising. A Trainer's Manual guides the instructor and a Workbook assists the parents through the 22 small-group-oriented, one and one-half to two hour sessions plus the home practice assignments. Each session teaches methods to parents for managing and changing both the behavior of their children and themselves. Rather than declaring "the right way," the material provides parents with insight and skills which can help them attain goals of their own choosing. The amalgamation of strategies and theories includes client-centered humanistic psychology, rational emotive psychology, and behavioral psychology, rational emotive psychology, and behavioral psychology. Three alternative session combinations are suggested for short courses.

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Workbook
The contents of the Workbook parallel those of the Trainer's Manual with certain exceptions. The Workbook does not include material on any of the Special Sessions since they do not involve home practice assignments; however, the Workbook does include addendum references, charts, and practice sheets which the Trainer's Manual does not.

The 125-page, paperback Trainer's Manual has high reading difficulty level. A few graphs and charts illustrate the chapter texts which are also organized sequentially with subheads to assist the instructor in guiding the sessions. The 123-page, paperback workbook has a variable reading difficulty level. The introductory remarks in each chapter have a high reading difficulty level, while the examples have a moderate reading difficulty level. Blank charts and answer spaces are provided for learner home practice activities in every chapter. Much of the workbook material is in outline form.

Learner Activity: During the session, the learner reviews and shares the home practice, joins in group discussion on the current session topic, and participates in both written and oral responses, exercises, and role playing. At home, the learner uses the skills from the last session to interact positively with his/her children and records the interaction in the workbook for discussion during the next session.

Continued

Document # 1537

Preparation and Use: Each session follows the sequence of review and sharing of home practice, lecture-discussion, and general discussion. The success of the program therefore depends upon the instructor's (1) familiarizing himself/herself with the lecture material prior to the session and (2) supplying needed equipment and materials. Successful participation depends on the learn's actively pursuing and recording the home practice after each session.

Equipment and Materials: meeting room, blackboard, eraser, chalk, three mirrors, pencils, paper, 3 x 5 cards, movable chairs, film entitled: Research and Reinforcements in Learning (Behavior Modification Productions, P. O. Box 3207, Scottsdale, Arizona 85257), film projector, screen, one workbook per parent or couple, blank recording charts for behavior modification program, 5 x 8 file cards, box labeled "Place Cards With Problems Here," sample educational and homemade toys, one copy of Your Child's Intellect (T. H. Bell, Salt Lake City: Olympus Publications, 1972)

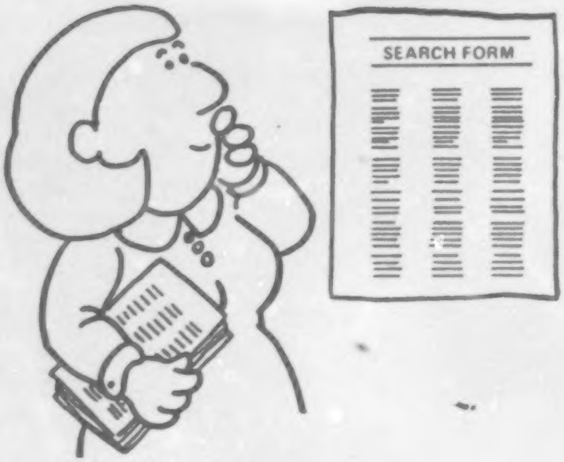
"A number of the modules may be used for single presentations to PTA, Day Care, and other civic groups. The modules are written in a script format with stage directions. They may also be used in a less structured manner as an outline for each session."

HOW TO USE
THE PARENTING MATERIALS INDEX

PMIC

PARENTING
MATERIALS
INFORMATION
CENTER

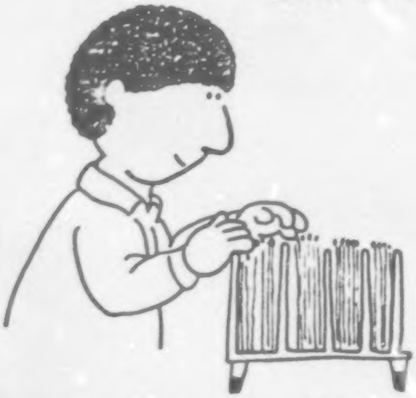
STEP 1: FIND WHAT YOU NEED ON THE SEARCH FORM



First . . . look at the front of the Search Form. Pick out the content terms that describe what you want to know about. (Each term will have a number.) You should circle the numbers of the terms you want.

Next . . . look at the back of the Search Form and find the category terms that best describe your needs. You don't have to pick any of these terms, but they will help your search. Circle these numbers too. (If you need help in deciding what terms to use, you can look them up in the PMIC dictionary.)

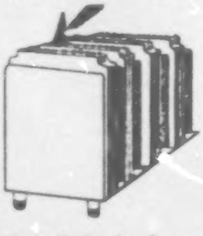
STEP 2: FIND THE RIGHT CARDS



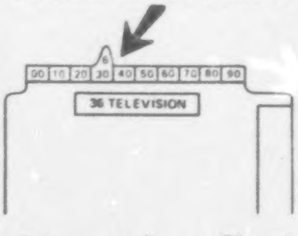
Next, go to the card holder. The cards that have your search term numbers are filed according to color in the card holder. The colored cards in the first section of the cardholder are numbers 01 - 99 and the cards in the second section are the 100's.

For example, to find card No. 36 TELEVISION:

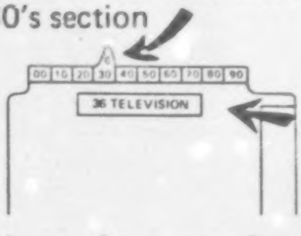
Go to the 01 - 99 (first) section



Find the 30's section



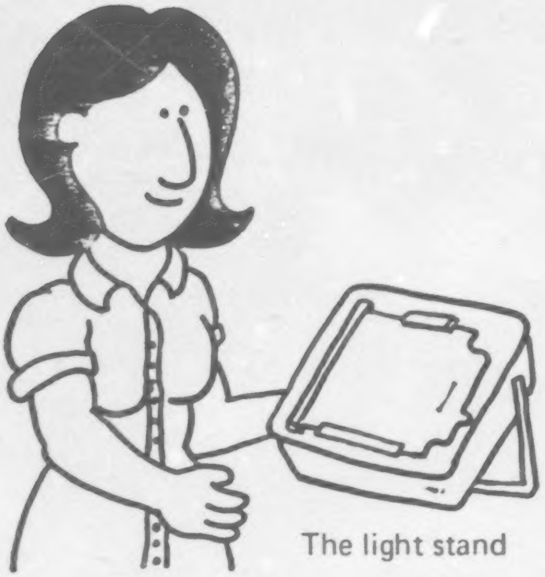
Look for the No. 6 tab in the 30's section



Check the label here

Each card is labeled with the term and its number. Check the number and term on the top of each card to make sure you have the ones you want, and then remove them from the card holder.

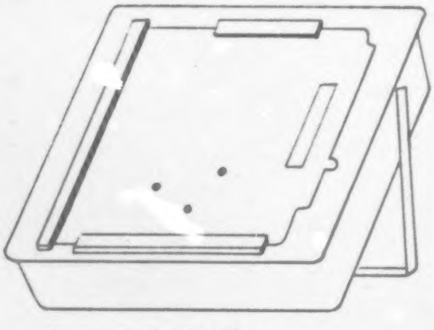
STEP 3: FIND THE RIGHT LIGHT


The light stand

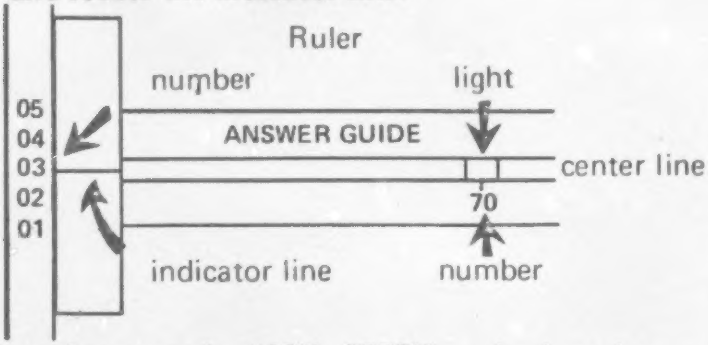
Now it's time to use the light stand. First, turn on the light, then put all your cards on the light stand, one on top of the other with the tabs pointing to the righthand side.

You should see light shining through some of the holes. These are the materials that you want. However, if no light comes through, pick out the card that is least important and remove it from the light stand. If still no light shows through, take off another card and another, until light shows through one or more holes. These holes stand for the materials that you want.

STEP 4: READING THE NUMBERS

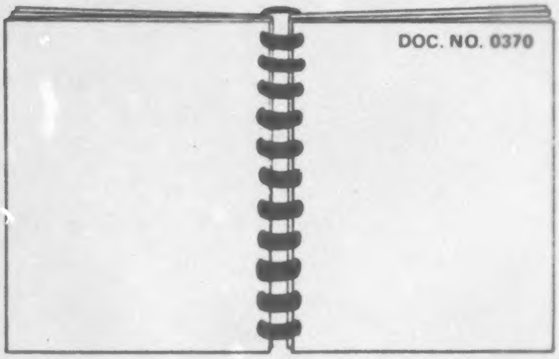

Lights!

When you have light showing through, place the ruler over the cards and line it up until the center line crosses a dot. Look on the left of the ruler and locate the indicator line.



Find the two digit number to the left of the line, for example, "03". THEN . . . look at the light dot and read the two digit number under it, for instance. "70". Combine the two numbers, and No. 0370 is the number you want. Write this number down. Go through these same steps for every dot where light is showing through.

STEP 5: FINDING YOUR INFORMATION



Information Sheets

When you have all your numbers written down, you should next go to the bound information sheets. Find the number, for example, No. 0370, in the upper right-hand corner of the page. (This number is called a DOCUMENT NUMBER). Then read the Information Sheet to see if the material is what you want.

Now it's up to you to decide which materials will be useful to you. Many of the materials can be found at the library or in bookstores, or you can order them directly from the publisher. If you are in Austin, you can review the materials at the PMIC Headquarters at the Southwest Educational Development Laboratory, 211 E. 7th Street.

STEP 6: HELP!

If you didn't find what you were looking for, you might want to try again using a different combination of cards and terms. (After you have finished with the cards, please put them back in the card holder according to color.)

AND FINALLY . . . IF YOU REALLY GET STUCK, OR NEED HELP, PLEASE ASK.

The Parenting Materials Information Center

To Fill A Need

What does it take to make a good parent?
It takes time, and it takes skills—special skills and knowledge. And if parents, or those who work with parents, want to acquire some of these skills, how do they go about doing it?

During recent years research has been done in the area of parenting (a term used to refer to knowledge and skills of child care principles and practices). This research—while pointing out the need for extensive work in the area—has also led to the design of parenting materials as well as increased knowledge of parenting. Many materials have been completed. Others that are needed will be finished in the near future. The challenge is to get the materials and the people who need them together. But how does an individual parent, teacher, day care worker, or counselor even know where to look?

A new project at the Southwest Educational Development Laboratory is exploring ways to provide the needed connection—so that people with a need can discover what kind of help is available and how to get it. The project—a part of the Laboratory's Early Childhood Program—is called the Parenting Materials Information Center and is funded through the National Institute of Education.

The Parenting Materials Information Center is busy gathering, analyzing, and disseminating information about parenting materials. The Parenting Materials Information Center (or PMIC) is beginning to bridge the gap that presently exists between those who produce parenting materials and those working to improve parenting skills and knowledge.

The Basic Plan

The staff of the PMIC has begun by analyzing available materials which might be of help to parents or those interested in helping parents increase their skills.

They have developed a system by which to catalogue these materials by characteristics. Using the system they have established, a person seeking help to meet a specific need can work from the characteristics needed, to the material which has those characteristics.

The catalogue of these materials and the means by which to locate the specific materials desired is being designed to be portable and easily installed.

The PMIC model can be set up in any agency or institution that works with parents. Centers could be school systems, libraries, universities, or federal projects or agencies.

The System... And How It Works...

The PMIC begins by extensively surveying possible sources for materials to catalogue, materials which might be of help to someone wishing to increase parenting skills. Sources include programs and projects throughout the country, councils, commissions, and agencies. Societies and foundations, such as the American Medical Association, universities, institutes, and private companies, such as Eli Lilly and Ross Laboratories, are also contacted. In addition, libraries, resource centers, clearinghouses and publishers supply materials and information.

After the materials are located and acquired, they are analyzed and catalogued. Using over 200 descriptors, words or phrases with set definitions contained in the PMIC Descriptor Dictionary, those descriptors which apply to a given material are selected and recorded in the PMIC retrieval system. These descriptors are used to locate materials having those characteristics. Complete information about each material has been recorded on an Information Sheet which is made available to PMIC users. These Information Sheets contain detailed information about each material to help you decide if it will suit your particular needs. It includes such things as the purpose of the material, how it is organized, a description of the contents, cost, and addresses needed to order the material. Many materials can be found in libraries, bookstores, etc.

Who Will Use The PMIC?

The Parenting Materials Information Center is open to anyone. It will be of help to professionals and paraprofessionals responsible for planning and conducting parent involvement and parent education activities, as well as those engaged in child care or child development programs. Most obviously, the PMIC will be of use to parents who seek information for their own personal and family development.

How To Use The PMIC

The PMIC can be used either in person or by submitting a Search Request by mail. The Headquarters are located in Austin, Texas, where most of the materials are available for examination. In addition, several replications are being installed in different parts of the country. Mail your search to:

Write To:

PMIC–SEDL
211 E. 7th St.
Austin, Texas 78701

Content Areas Covered By Materials

FAMILY
Family Planning
Marriage & Alternatives
Paternal Role
Maternal Role
Home Management
Adoption
Twins & Only Child
Divorce
Death

PREGNANCY & BIRTH
Abortion
Prenatal Health & Care
Prenatal Development
Birth Process
Newborn Child

PARENTING
Parenthood
Communication Skills
Stepparenting
Single Parenting
Foster Parenting
School-Age Parents
Toilet Training
Religious Influence

PHYSICAL & SENSORY DEV.
Motor Skills & Coordination
Physical Growth
Sensory Development

SOCIAL & EMOTIONAL DEV.
Self Concept & Personality
Development of Conscience
Play
Learning & Motivation
Independence & Responsibility
Anger & Aggression
Fear & Anxiety
Jealousy & Envy
Love & Caring
Family Influence
Peer Influence
School Influence
Society Influence
Spiritual Growth

HEALTH & SAFETY
Routine Preventive Health Care
Drugs, Alcohol & Other
Chronic Health Problems
Childhood Ailments
Hospitalization
Nutrition & Foods
Safety
Home Safety & First Aid

SEXUAL DEVELOPMENT & EDUCATION
Sexual Development & Behavior
Sexual Role Identification
Teaching About Sex

EDUCATION
Educational Administration
Preschool Education
Elementary Education
Adult Education
Special Education
Bilingual/Migrant Education
Secondary Education
Home-Based Education

DISCIPLINE
Behavior Management
Methods of Discipline
Punishment
Encouragement & Reward

PARENT-CHILD ACTIVITIES
Arts & Crafts Activities
Make-Believe Activities
Motor Coordination Activities
Music & Rhythm Activities
Practical Activities
Sensory Activities
Social Activities
Verbal & Thinking Activities
Toys & Playthings
Television
Games & Recreation
Academic Activities
Math Activities
Reading Activities
Science & Social Studies Activities
Selection of Reading Materials
Homework

EXCEPTIONAL CHILDREN
Parenting of Exceptional Children
Identification
Causes & Prevention
Family Attitudes
Activities & Recreation
Health & Safety
Physical & Sensory Development
Language & Intellectual Development
Social & Emotional Development
Sexual Development & Education
Discipline of Exceptional Children

TYPES OF EXCEPTIONALITIES
Cerebral Palsy
Chronic Health Problems
Emotional & Social Problems
Gifted Children
Hearing Impairment
Learning Disabilities
Mental Retardation
Speech Handicaps
Visual Impairment

PARENT/SCHOOL/COMMUNITY
Parent Involvement
Community Dynamics
Aides & Volunteers
Home/School Activities
Parent/Teacher Conference
Mental Health & Counseling
Group Training
Social Service Programs
Ethnic/Cultural Awareness

CHILD ABUSE
Reporting & Laws
Prevention & Treatment

LANGUAGE & INTELLECTUAL DEV.
Intelligence
Language Development
Thinking & Reasoning
Creativity
Bilingualism

SEARCH REQUEST FORM

1. Briefly explain your reasons for contacting the PMIC, including what information you want to obtain and how you want to use this information. ____________________

2. What subject area do you want the material to cover? (Choose no more than three terms from previous page) ____________________

3. Who will use the materials: Parent _____ Teacher _____ Parent Educator _____
Other (explain) ____________________

4. Format desired: Book/Booklet _____ Audiovisual _____ Instructional Material _____
Other (explain) ____________________

5. Age of children discussed in the material: Infant _____ Preschool _____
School Age _____ Adolescent _____ All ages _____

6. Price: Free ___ Under $3 _____ $3 - $10 ___ $10 - $20 ___ Over $20 ___ Loan _____
Rental _____ Other (explain) ____________________ No Restriction _____

7. Language and Reading Level: Spanish _____ English _____ Bilingual _____
below 4th grade _____ 4th-8th grade _____ above 8th grade _____ all levels _____

8. Additional information that would help select materials: (about you or users of the materials, about the subject of the materials) ____________________

9. How did you obtain this booklet? ____________________

10. Where did you first learn about the PMIC (newspaper, newsletter, etc)?
Please identify the source. ____________________

☐ I would like more information about replicating the PMIC

NAME __________ TITLE __________
ORGANIZATION __________ PHONE ____ / ______
ADDRESS ____________________
CITY __________ STATE __________ ZIP CODE __________

(fold)

Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

FIRST CLASS
Permit No. 2215
Austin, Texas

BUSINESS REPLY MAIL
No postage necessary when mailed in the United States

—Postage will be paid by—

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 EAST 7th STREET
AUSTIN, TEXAS 78701

Attention: PMIC, 00-L3L3X

Special Services

Complete listings of materials acquired by the PMIC have been published. The materials are listed by major subject areas and complete ordering information is included. The last edition, *Parenting in 1976,* is already out of print. A revised and updated edition is planned for late summer/early fall of 1977. For a prepublication announcement write:

PARENTING IN 1977
PMIC–SEDL
211 E. 7th Street
Austin, Texas 78701

About Replication

The PMIC model can be easily replicated. Information Sheets, punched Descriptor Cards, and a PMIC USER'S HANDBOOK can be installed almost anywhere, requiring no more space than a desk top. Complete instructions for use of the system, how to contact local potential users, local resources, etc., are included.

About The Southwest Educational Development Laboratory

Founded in 1966, the Southwest Educational Development Laboratory (SEDL) is a private, nonprofit corporation contracting primarily with the National Institute of Education. With a problem focus of intercultural education, SEDL has developed many multimedia educational programs for use with children and adults.

The Early Childhood Division within SEDL has been concerned with providing support to parents. In addition to the PMIC, current and past efforts have produced:

*Multimedia Training Packages for Parents

Three multimedia packages for parents have been developed, each with an English and a Bilingual Spanish-English Version. These packages, dealing with topics of concern to all parents of young children, are designed for group instruction. Each package includes a variety of media and instructional strategies suitable for adults.

*Television Spot Announcements on Parenting

A series of 30- and 60-second television spots and supporting printed booklets have been developed and market tested. These spots and booklets are designed to be used in awareness campaigns and can be also used for teaching and training purposes.

For more information about these products write or call:

The Early Childhood Program
David Williams, Director
Southwest Educational Development Laboratory
James H. Perry, Executive Director
211 East 7th Street
Austin, Texas 78701
Telephone 512/476-6861

OPERATOR'S MANUAL

Produced by the Southwest Educational Development Laboratory, a private nonprofit corporation. This project is supported by funds from the National Institute of Education, Department of Health, Education and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement should be inferred.

For further information contact:

Dr. Renato Espinoza, Component Coordinator
Parenting Materials Information Center
Southwest Educational Development Laboratory
211 East Seventh Street, Austin, Texas 78701
512/476-6861

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Printed in U.S.A.
Austin, Texas

PREFACE

This PMIC Operator's Manual explains in detail how the Parenting Materials Information Center can be used to obtain information about current parenting materials. It is a reference manual for the PMIC Operator to answer user's questions and contains step by step instructions on how to describe the materials needed and how to locate information about those materials.

The handbook is organized into two sections. The first section contains detailed instructions for selecting the terms to be used in the search for materials. These terms, presented in groups, will help describe the types of materials that will meet user's needs. The terms selected are circled in the PMIC Search Form furnished to the user.

The second section contains detailed instructions on how to find the information using the plastic cards that make up the PMIC system. The fact that the PMIC system can be operated by the user is the single most important feature of this self-contained system.

PMIC STAFF

Renato Espinoza, Coordinator
Janci G. Gettys
Andrea Meditch

The PMIC has been developed by the Southwest Educational Development Laboratory under a contract with the National Institute of Education, Department of Health, Education and Welfare.

INTRODUCTION

What is the Parenting Materials Information Center (PMIC)?

The PMIC is a collection of Information Sheets (see sample, next page) which describe materials in the areas of Parenting, Parent Education, and Parent Involvement. These materials are directed primarily to parents and those who work with parents and children. Most of the materials contain information and advice on the practical aspects of child rearing, child development, and education. The Information Sheets contain enough details about each material to help the users decide if it will suit their needs, and ordering information if they decide to purchase or rent it. Many of the materials are available in public libraries, bookstores, and other locations in the local community.

How can the PMIC help you find information about materials?

In order to help the user find the types of materials that are needed, each Information Sheet has been indexed with certain terms which describe the chracteristics of the material. These index terms serve as "handles" that lead to those materials, and by using these terms one can locate all the Information Sheets that deal with the desired characteristics. A combination of several index terms will produce a more exact result in a search.

Who can use the PMIC?

The materials can be useful in guiding the day-to-day work of parents and also for the training and education of caregivers. Professionals and other interested individuals in education, health, welfare, and community service will find the collection particularly useful. Individuals who are not yet parents, but who will become parents in the future, will also benefit from the information provided by the PMIC.

How can the PMIC be used?

The first and most important step in using the PMIC is for the user to state their information needs. The system is designed to help locate information about materials which discuss specific topics and which are directed to audiences with clearly defined needs. There are some general materials that deal with many aspects of parenting, but the system works best when used to answer specific questions rather than loosely defined questions about large subject areas. The key to information stored in the PMIC is the selection of the right terms to describe the user's information needs. The user's needs have to be expressed in the "language" of the PMIC. After that is done, the user can proceed to use the cards of the PMIC system to find the information.

SAMPLE SEARCH

The PMIC operator will occasionally be asked to help a user conduct a search or to answer detailed questions not covered in the User's Handbook. In order to help you solve problems that may arise, the following is a step-by-step sample search. You may want to refer to it to answer some user questions.

Section I: Selecting the Terms for Your Search

STEP 1

In your own words, describe what you want the materials to be about. Be as specific as you can. Describe how the materials are to be used, who will use them and any other characteristic that would be important to consider when selecting the materials. In the steps that follow, you will be asked to describe these characteristics, using the terms of the PMIC language.

Example: "I would like to find an inexpensive book which describes art and musical activities that I can do with my three-year-old daughter."

STEP 2

Select content terms for your search.

The first and most important type of term you will select refers to content--the subject matter of a material. The different content areas included in the PMIC collection are listed in groups which share a common focus. Once you find the major content area of interest, look at the PMIC Search Form where each major content area has been expanded into a number of Specific Content Terms. Each term is numbered with a code number. These are the terms that you will use to find the materials you need. At any point you can turn to the last section of this handbook, the Dictionary of Terms to find the explanation of an unfamiliar term. If you think of a subject of interest that is not listed in the content terms, you might find it in the Dictionary of Terms with a reference to the PMIC term and its Code Number. This Code Number is what you will use in the search. When you find the term you need, circle its Code Number on the PMIC Search Form.

Caution: If your needs cover two different subjects and you want only materials that cover both subjects, you should mark both terms on your PMIC Search Form. However, if you want separate materials for each subject, you should conduct two searches, one for each subject. The reason for this limitation is that the use of two terms in the search implies that you want materials covering both subjects, rather than materials covering one or the other. This will become more apparent when you conduct the actual search.

Example: Look at the sample PMIC Search Form at the end of this section. The parent circled "Arts and Crafts Activities" #27 and also "Musical and Rhythmic Activities" #30, both listed under Parent-Child Activities. Therefore, he will find information only about materials that include both activities. If he also wants information about toilet training, he should conduct another search, because it is unlikely that there are any materials about art activities and toilet training.

The search forms are broken up into major areas, each of which is expanded into Specific Content Terms. For full explanation of each term, see the Dictionary of Terms.

Notice that under each major area there is at least one term preceded by an asterisk (*) and typically called "...in General." These terms should be used when you want materials covering all or most of the topics within a major area. If you want to know only about materials with a more specific content, then use a term without an asterisk. The number of terms to be selected depends on your information needs. Selecting a term means narrowing down your search to materials covering that one subject. If you add one more term, you restrict the search to materials covering both subjects.

Now, read through the specific content terms on the PMIC search form and when you find a term you need, circle its Code Number.

STEP 3

Select the type of materials you want.

Materials come in all shapes and sizes, including books, booklets, films, and combinations of different media. Also, they have been prepared for different uses, such as instruction, reference, etc. Step 3 in the selection of terms will let you specify the kinds of materials that will best meet your needs. Read through the format terms on the PMIC Search Form and circle the Code Number of the ones you need. If you want information about all kinds of materials, then simply do not circle any terms in this group.

Example: The term circled on the sample PMIC Search Form was Book #145.

For a full explanation of these terms see the Dictionary of Terms.

STEP 4

Select the age level term.

An important characteristic of a material is the age of the children who are discussed or described. The materials in the PMIC collection are designed to be used by adults or adolescents. The contents, however, provide information about Infants, Preschool Children, School Age Children, and Adolescents. When you choose one of these terms, you restrict your selection to materials dealing with that age group. If you want information about all ages, do not circle any term in this group.

Example: Preschool Age #167 was circled on the sample PMIC Search Form because the parent's daughter is three years old.

Age Level Terms

166 Infancy (first 24 months)
167 Preschool Age (two to six years of age)
168 School Age (six to twelve years of age)
169 Adolescence (twelve to eighteen years of age)

For a full explanation of each of these terms see the Dictionary of Terms.

STEP 5

Select the target audience term.

The terms in this group describe the people who will be using the materials. Some materials have been designed to meet the needs of certain groups called "target audiences." This does not mean that the materials cannot be used by other groups, but is, rather, an indication of the purposes of the author. It is not necessary to select a term in this category.

Example: The term Parents in General #130 was circled on the sample PMIC Search Form.

STEP 6

Select language, availability, and reading difficulty level.

These terms help you select materials in a language other than English, a reading difficulty level within the range of the potential user, and materials that can be obtained in ways other than cash purchase, such as rental or loan. It is not necessary to select any terms from these categories.

Example: On our sample PMIC Search Form the parent circled Inexpensive #175 and Moderate Reading Difficulty Level #177.

Section II: Conducting the Search Using the PMIC System

Conducting the search...

The PMIC has been designed as a self-contained Information System. Up to this point, you have expressed your needs for information using the "language" of the system (the terms you selected). Now are you ready to conduct your search.

First, let's check the elements you need to conduct your search:

1. A PMIC Search Form on which you have circled the terms selected.

2. A deck of 12 X 12 plastic cards, filed by color and labeled. There is one card for each term used in the PMIC system.

3. A Card Reader--a back-lighted stand on which the cards selected can be placed and "interpreted." The Card Reader has vertical and horizontal scales used to "read" the cards.

4. A set of volumes containing the Information Sheets, bound in numerical order by Document Number. The Document Number appears in the upper right-hand corner of each Information Sheet.

5. One copy of the PMIC User's Handbook.

Now you are ready for a trial run, using the example developed before. The sample PMIC Search Form is enclosed at the end of the previous section. This trial run will give you a good idea of the possibilities and limitations of the PMIC system.

Example: "I would like to find an inexpensive book about art and musical activities that I can do with my three-year-old daughter."

Terms circled:

27	Arts and Crafts Activities
30	Musical and Rhythmic Activities
145	Book
167	Preschool Age
130	Parents in General
175	Inexpensive
177	Moderate Reading Difficulty Level

STEP 1

Find the rights cards.

The plastic cards used in this system are designed to be easy to locate and refile. All you need to know is the card number. This is the same as the code number which appears next to each term on the PMIC Search Form and in this handbook. A color-coding system is used to group the cards into sets of 100 cards each. The key to the colors is printed on the front of the card holder. Cards 1-99, all of the same color, are filed in front; cards 100-199, all of another color, are filed next; and cards 200-299, all of the third color, are filed at the back. Notice that within each color set the cards are not filed in any order. In fact, they are placed within each color set at random, that is, anywhere in the set.

Look at the cards in the first set. Each card has a little tab placed somewhere on the top edge. Each tab has a printed number, from 0 to 9. The color band on the top edge of the card is divided into ten columns, and each column is numbered from 00 on the left to 90 on the right. The card number is determined by adding the number of the column where the tab is located and the number printed on the tab. In addition, each card has a label with the term and the card number printed on it.

To find a given card, for example #27 (Arts and Crafts Activities), first note that it will be found in the first set (0-99). Look over the column numbered 20 (extreme right). The card #27 can be easily found by locating the tab with #7 on it. The same procedure is used to find any other card. The card #30, (Musical and Rhythmic Activities) will be in the second set with a tab over the 00 column with 0 printed on it. As you find the cards previously selected, place them on the table next to the Card Reader.

STEP 2

Place the cards on the Card Reader.

There is no fixed order to be followed in placing the cards on the Card Reader. As a general rule, however, it is better to start with the most important term for your needs. This is usually the content term or terms. For our demonstration search, find card #27 Arts and Crafts Activities, and place it on the Card Reader with the color band on the right. (It is placed sideways.) Turn the reader light on and you will see light shining through a number of holes that have been drilled on the card. Each hole represents a material in the PMIC collection that deals with Arts and Crafts Activities. Now take card #30 , Musical and Rhythmic Activities, and place it over the first card. You will notice that some holes are covered by this second card, while others are not. The second card added represents all the materials in the collection about Musical and Rhythmic Activities. The fact that some holes coincide (that the light shines through) means that those materials deal with both Arts and Crafts and Musical and Rhythmic Activities. The second card eliminated materials not dealing with both types of activities. The same effect would be obtained if you reversed the order of the cards on the Card Reader.

Now you can proceed placing the rest of the cards on the Card Reader. You will see how each additional card blocks more holes, reducing the number each time. This means that each additional card eliminates those materials that do not meet that restriction.

Now, before you find out what the lighted holes really mean...

STEP 3

Some alternatives and limitations...

Before you "read" the holes to find out which materials in the collection meet your needs, here are a few tips. Sometimes it is useful to play with the cards for awhile, and even substitute some. It is possible that in your own search, you will have no holes lighted. That means that at least one of the terms you selected puts too great a restriction on your search. It could be that there are no materials like that, or at least the PMIC has not yet found any. You may want to revise your needs. If you wanted materials that are Free #172 , you might want to change that to Inexpensive #175 (under $3.00). If you selected Film #149 and you blocked all the holes, maybe the best alternative is filmstrip #150. You can change, add, or eliminate any term and arrive at the best combination for your needs.

The most important limitation has to do with using two terms that are mutually exclusive. A material cannot be both a book and a booklet. If you select Book and then place Booklet over it, all the holes will be blocked. There are certain contents that are unlikely to go together in the same material; in that case, you will also block all the holes. The best way to avoid this problem [illegible] erms.

[illegible]

is to choose only one term from any group of terms. If you select more than one, you should take a few seconds to examine the logic of your search. If you do not, you may soon find that you made a mistake. No problem! This is the greatest advantage of the PMIC system: you get immediate feedback in time to make a correction and use another term.

STEP 4

How to "read" the cards.

We said before that each lighted hole represents a material in the PMIC that has all the characteristics described by the terms you selected. You can read the location of each hole by using the vertical and horizontal guide numbers on the Card Reader. Start from the bottom left corner. The first hole is three rows up (00, 01, 02) and 48 spaces to the right. You can move the sliding yellow ruler until its center row is directly over the lighted hole. A black guide line on the left of the ruler points to the number on the left-had, vertical scale. Now, a number for that hole can be formed by combining the number from the left column (02) and the number on the horizontal ruler (48). That hole is 02 + 48 = 0248. That number is the Document Number of the Information Sheet for that hole; it can be found in the bound volumes of Information Sheets.

Write all the Document Numbers in order as you read them from left to right and from bottom to top. With those Document Numbers in hand you can now move to the final step in your search.

STEP 5

The Information Sheets

By finding the Document Numbers of the Information Sheets, you have finally found what materials in the PMIC collection have the characteristics of the terms you selected. By reading the Information Sheets, you can narrow your selection even further. The narrative description provided on the Information Sheets will tell you everything that is covered by that material, and may also explain some characteristic that could make them very valuable to you. The search in the PMIC has narrowed down the materials to be considered from hundreds to just a few, but you still have to make some judgments. If you have access to the actual materials (and not just the Information Sheets), you can review them. Still, the PMIC has been designed to be useful even if you do not have the materials at hand; the Information Sheets are complete and factual. The Information Sheets contain ordering instructions and prices for each material, and you can get assistance in ordering, purchasing, or borrowing the materials.

SPECIALIZED BIBLIOGRAPHY ON THE SINGLE PARENT

PMIC INFORMATION SHEET

Format	Booklet	DOCUMENT #	0127
Age Level	Preschool and School Age	MATERIAL #	02 0025
Primary Target	Single Parents	SHELF CODE	F
Cost	$ .35		
TITLE	THE ONE-PARENT FAMILY		
AUTHOR	Anna W.M. Wolf and Lucille Stein	COPYRIGHT	1959
PUBLISHER	Public Affairs Pamphlets 381 Park Ave. South New York, NY 10016		

Narrative Description

The 28-page booklet, The One-Parent Family, Public Affairs Pamphlet No. 287, "has been written for many mothers and fathers who are faced with the necessity of bringing up children alone, without the presence of the other parent." In a question-answer format, the authors offer solutions to some of the questions about which single parents are most concerned.

The material has a high reading difficulty level.

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PMIC INFORMATION SHEET

Format	Book	DOCUMENT No	1597
Age Level	Preschool Age, School Age, Adolescence	MATERIAL No	01 1630
Primary Target	Parents in General, Stepparents, Single Parents	SHELF CODE	Family
Cost	$9.95		

TITLE THE PARENTS BOOK ABOUT DIVORCE

AUTHOR Richard A. Gardner, M.D. COPYRIGHT 1977

PUBLISHER Doubleday & Co., Inc.
245 Park Ave.
New York, NY 10017

Narrative Description

The Parents Book About Divorce was written to "provide an in-depth coverage of the most common problems that parents are confronted with when dealing with their children's reactions to separation and divorce. It is oriented toward giving practical advice and attempts to be quite specific regarding how one may implement the recommendations provided."

Contents: Page

1. Contemplating Divorce 1
(Counseling with a mental health professional, counseling with a lawyer, mandatory conciliation counseling, psychological effects of separation and divorce on children at different ages, parental pre-separation guilt)
2. Telling the Children 53
(How old they should be, who should tell them, what they should be told, necessary reassurance, encouraging emotional expression)
3. Early Post-Separation Adjustment 81
(Telling friends and neighbors, telling the teacher, adjusting to two households, tolerating children's hostilities, time alone together)
4. Dealing with Children's Post-Separation Problems 93
(Denial of the separation and its implications, grief, sadness and depression, fear of abandonment, actual abandonment, running away from home, immaturity, hypermaturity, blame, guilt, reconciliation preoccupations, sexual and identification problems, insecurity and low self-esteem anger, concluding comments)
5. Common Parental Difficulties that Contribute to Children's Post-Separation Maladjustments 233
(Money, visitation, custody, parental criticism of one another, using children in the parental conflict, dating, sleeping together, living together, and remarriage)
6. The Children's Involvement With Others 293
(Peers, grandparents, stepparents, siblings, stepsiblings, half-siblings, therapists, clubs and organizations, boarding schools and foster homes)
7. Concluding Comments 334
(Some causes of the increasing divorce rate, changes that may reduce the divorce rate, changes that may reduce the suffering of divorcing people, alternate life-styles and the future of marriage as an institution)

Index

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This 358-page, hardback book is divided into 7 chapters and has a high reading level.

PMIC INFORMATION SHEET

Format	Book	DOCUMENT #	0568
Age Level	Adults	MATERIAL #	01 1037
Primary Target	Parents	SHELF CODE	F
Cost	$3.95		

TITLE A GUIDE FOR SINGLE PARENTS: TRANSACTIONAL ANALYSIS FOR PEOPLE IN CRISIS

AUTHOR Katheryn Hallett

COPYRIGHT 1975

PUBLISHER Celestial Arts Publishing Co.
231 Adrian Rd.
Millbrae, California 94030

Narrative Description

A Guide for Single Parents uses transactional analysis to show single parents "how personal loss such as divorce, separation, desertion, or death can provide growth rather than paralysis and despair." The book "is designed to help single parents learn the skills of letting go."

Contents: Page

Foreword 1
1. Letting Go 7
(Describes the need for "letting go" skills, defines transactional analysis)
2. Tragedy and Fulfillment 16
(Expectations and the plans we have for ourselves, integrating the three ego states of the parent, adult, child)
3. Write A Winning Script 22
(Rethinking your goals, changing negative life patterns, giving children positive life patterns)
4. Feeling OK 38
(Interacting with other people; detecting harmful relationships)
5. Being OK Economically 43
(Legal aide for divorces, the victim role)
6. The Social Problems 50
(Teachers reactions to divorced children, children fantasizing the family's reunion)
7. Collecting Good Feelings 55
(Positive and negative interaction with people)
8. Unhealthy Games 65
(Interactions between two people which results in bad feelings for both people)
9. Contract for Change 75
(Discovering yourself and changing your behavior for yourself)
10. The Sounds of People Changing 82
(Eleven case histories of people who decided to change their life scripts)

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Appendix: Translating Internal Communication 106
(Dialogues with ourselves, experiences with transactional analysis as therapy)
Glossary 117
Suggested Reading 121

This 122-page, softbound book is organized into ten chapters and includes an appendix, glossary and suggested readings.

The reading difficulty level is high.

PMIC INFORMATION SHEET

Format Booklet
Age Level NA
Primary Target Single Parents
Cost 45¢

DOCUMENT No 1551
MATERIAL No 02 1249
SHELF CODE P

TITLE ONE-PARENT FAMILIES/FAMILIAS CON SOLO UNO DE LOS PADRES

AUTHOR U.S. Department of HEW/Office of Human Development COPYRIGHT 1974
Office of Child Development/Children's Bureau
PUBLISHER Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20204

Narrative Description

The booklet, One-Parent Families/Familias Con Solo Uno De Los Padres, speaks to those "thousands of men and women raising their children without the other parent" or those "faced with the possibility of becoming one." It addresses both immediate practical problems and more emotionally-related issues.

Specific topics include four successful case histories of one-parent families, suggestions on finding help during the initial period of difficulty, an example of a plan of action, and some practical advice on sensible attitudes about yourself and your children.

The 12-page booklet has a moderate reading difficulty level and is available in separate English and Spanish editions. Several pen-and-ink sketches illustrate the text.

PMIC INFORMATION SHEET

Format Book
Age Level Adulthood
Primary Target Single Parent, Fathers
Cost $7.95

DOCUMENT No 0322
MATERIAL No 01 0815
SHELF CODE F

TITLE BACHELOR FATHERHOOD: HOW TO RAISE AND ENJOY YOUR CHILDREN AS A SINGLE PARENT
AUTHOR Michael McFadden
COPYRIGHT 1974

PUBLISHER Walker and Company
720 Fifth Avenue
New York, N.Y. 10019

Narrative Description

The book, Bachelor Fatherhood: How to Raise and Enjoy your Children as a Single Parent, "covers virtually every aspect of the single father's life." The contents are based on the author's own experiences as a single parent and on interviews with fathers, mothers, runaway wives, psychiatrists, psychologists, divorce lawyers, and scores of others. In addition, he examines the workability "of stereotyped social roles and traditional attitudes towards marriage, divorce, and child-rearing in modern society, and presents experience-proven, emancipating alternatives."

Contents: Page

1. The Myth of Marriage and the Happy Divorce 17
(Why traditional marriages work for some and not for others; includes overview of the past and current trends in marriage, and divorce)

2. Problems of Gaining Custody 33

3. A New Beginning 43
(Common characteristics of the new roles of recently divorced partners and hints on factors to be aware of; includes suggestions when alternatives present themselves.)

4. Pulling It All Together 53
(Changes that will take place when the father gains custody of the children and must learn to manage his time; gives examples of author's experiences in setting up his daily routine to include care of his children, his work, and his social life.)

5. Life Without Mother 63
(A look at what some single fathers, from all walks of life and areas in the U.S., have learned through their experiences)

6. Living and Loving with Small Children 81
(Guidelines on raising small children; includes some examples of how other successful parents meet particular situations; refers reader to some authors on child rearing.)

7. Raising Teen-Agers 99
(Advantages and disadvantages of raising adolescents as a single parent;

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provides characteristics of most adolescents and common problems in raising them; gives descriptions of the most common drugs, and symptoms of the users.)

8. Housework and Other Horrors 113
(Helpful hints on household chores; provides many examples.)

9. Cooking in the Twentieth Century 125
(Advice on most aspects of cooking chores, including economical purchasing of supplies and food; example of meals for several days.)

10. Basic Recipes - A Handbook for Survival 141

The 158-page, hardbound book is divided into ten chapters, and includes a bibliography.

The text has a moderate reading difficulty level.

PMIC INFORMATION SHEET

Format	Book	DOCUMENT #	0514
Age Level	Adult	MATERIAL #	01 0510
Primary Target	Single Parents	SHELF CODE	F
Cost	$8.95		

TITLE HOW TO PARENT ALONE: A GUIDE FOR SINGLE PARENTS

AUTHOR Joan Bel Geddes COPYRIGHT 1974

PUBLISHER Seabury Press
815 Second Avenue
New York City, N.Y. 10017

Narrative Description

The book, How to Parent Alone: A Guide for Single Parents, is a book about coping with parenthood "for the parent who has no full-time collaborator to help with the job of parenting." The author suggests that single parents need "to understand ourselves and our situation, and our children's needs," and offers advice and specific suggestions on providing the self-support necessary for this understanding.

Contents: Page

1. Accepting Yourself: How to Replace Wishful Thinking With Realistic Hopes and Goals 7
2. Knowing Yourself: How to Become Happier Through Increased Self-Awareness 21
3. Explaining Yourself: How to Answer Difficult Questions Sensibly and Helpfully 37
4. Adjusting Yourself: How to Make the Transition From Grief to Peace 57
5. Comforting Yourself: How to Get Rid of Self-Pity Through Increased Understanding 71
6. Respecting Yourself: How to Conquer Guilt and Self-Hatred and Achieve Self-Esteem 91
7. Changing Yourself: How to Break Harmful Old Habits and Build Useful New Ones 109
8. Relying On Yourself: How to Emerge From Over-Dependence into Self-Confident Independence 125
9. Asserting Yourself: How to Avoid Timidity and Vacillation to Become Decisive 149
10. Enjoying Yourself: How to Overcome Loneliness Through an Active Social Life 169
11. Involving Yourself: How to Eliminate Boredom by Developing Strong New Interests 193
12. Protecting Yourself: How to Handle Financial Problems and Stretch Your Money 211
13. Supporting Yourself: How to Find and Get a Job and Combine it with Parenthood 231
14. Extending Yourself: How to Bridge the Generation Gap by Empathy and Communication 251

15. Opening Yourself: How to Face the Unknown Future with Eagerness Instead of Fear. 269

The 293-page, hardbound book is divided into 15 chapters, with a six-page introduction.

This material has a moderate reading difficulty level.

PMIC INFORMATION SHEET

Format	Book	DOCUMENT #	0535
Age Level	Adulthood	MATERIAL #	01 1028
Primary Target	Single Parents, Nonteaching Professionals	SHELF CODE	F
Cost	$2.00		

TITLE HELP FOR SINGLE PARENTS: AND THOSE WHO LOVE THEM

AUTHOR Dr. J. Clark Hensley COPYRIGHT 1973

PUBLISHER Christian Action Commission
Mississippi Baptist Convention
P. O. Box 530
Jackson, Mississippi 39205

Narrative Description

The book, Help for Single Parents: and Those Who Love Them, "is an attempt to deal with the most pressing questions single parents face. These chapters are written from the perspective of family counseling and community pastoral relationships." This book "will be valuable to all those who find themselves in the single parent category and helpful to the many who seek a better understanding of the uniqueness of single parenthood."

Contents:

		Page
1.	Who Are the Single Parents? (A definition, general characteristics, single parents are people, too; statistics on divorce and death of spouse)	1
2.	Coping with Perplexing Personal Problems (Confusion, the failure syndrome, grief, comforting the child, loneliness and readjustment)	5
3.	The Unwed Mother--the Unwed Father (Money and health care, loss of status, accepting responsibility)	19
4.	One Parent Serving as Two (Toward the child's maturity, helping children cope with death, conveying security, discipline patterns, decision-making, and sex education.)	25
5.	Practical Suggestions About Money (Support and custody, children's attitudes, budgeting)	37
6.	Health Hazards (Food, medical needs, emotions and health, anxiety, hostility, avoiding tension, when the child is ill and positive thinking)	43
7.	Relatives and the Single Parent (Parents, in-laws, grandparents--toward mature relationships)	53
8.	Social Readjustment of the Single Parent (Reassurance and socialization of child, parents need friends, dating and not dating)	61
9.	Sex and the Single Parent (Beyond puritanism, fun, neurosis, a medical opinion, practical considerations)	71

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10. Should the Single Parent Remarry 81
(Loving again, the role of the stepparent, on adoption)
11. Special Resources for the Single Parent 93
(Listening friends, a trusted pastor, referrals)
12. Help From the Church and Community 103
Bibliography

The 113-page, softbound book is organized in 12 chapters and includes a bibliography.

The material has a high reading difficulty level.

A list of references is included in chapters 4 (on sex education), 5 (on money management), 6 (on health), 9 (on sexuality), and 10 (on counseling).

PMIC INFORMATION SHEET

Format	Book	DOCUMENT #	0757
Age Level	Adult	MATERIAL #	01 1089
Primary Target	Mothers, Single Parents	SHELF CODE	P
Cost	$4.95		

TITLE CREATIVE SURVIVAL FOR SINGLE MOTHERS

AUTHOR Persia Wooley

COPYRIGHT 1975

PUBLISHER Celestial Arts
231 Adrien Rd.
Millbrae, Cal. 94030

Narrative Description

This book, Creative Survival for Single Mothers, "discusses the many problems that can arise in the life of a woman who, after the departure of her first husband wants not only to raise her children well, but perhaps also to cultivate the affection of a fine man who is thinking of marrying her."

Contents: Page

Foreword
Preface
1. How to Walk a Tightrope 4
(Sorting out your role as a Mother from your role as a woman; Regaining your personal identity)
2. Ringmaster General 15
(Creating good rapport with your children: explaining the divorce, dispelling fears of rejection, solving problems as a family, discipline)
3. The Fire-Breathing Dragon 25
(Children spending time with two parents with different life styles, custody of the children, helping children deal with parent's anger toward one another, possible mix-ups between children and their parents)
4. Peanuts, Popcorn and Pennies 34
(Managing money, aid and assistance available to single mothers, food co-ops, sharing a house, mechanic's cooperative, free clinics and women's health centers, income tax, advantages of working, ideas for saving money)
5. Figleaves and Other Fineries 47
(Clothes as a reflection of self, sewing, saving money as you build a wardrobe, skin care, exercise)
6. Hello Out There 56
(Where and how to meet single men, the need to remarry, two types of men)
7. Introducing a New Act 65
(Fitting a man into your family life, children's needs and attitudes toward dating, talking with your children about your social life)
8. Cast of Characters 74
(Dating married men, interracial affairs, overcoming problems of differing backgrounds, dating younger men)
9. Taming Tigers and Other Such 83
(Men's attitudes toward divorces, saying no to an affair you don't want, where to have an affair and what to do with the children)

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10. Those Busted Balloons 91
(Problems in relationships, personalities of men and what kind of relationships they can have, impotence, gay friendships, ending relationships, dealing with rejection)
11. When the Tent Falls In 101
(Dealing with depression, parents without partners, relating to teenagers)
12. With Clashing Cymbals 107
(Preteenagers reaction to divorce, establishing your needs as a person and a woman, negative reactions to dating, need of young boys for masculine company)
13. Who's Running this Show? 114
(Specific needs, desires and hazards of the teenager in a single-parent home)
14. House of Horrors 127
(Dealing with disasters - losing your children through the courts, giving custody to the father because of the child's need, planning on marriage and having the plans fall through, an unplanned pregnancy)
15. That Wonderful Dancing Bear 136
(Telling your children about plans for remarriage, gradually bring him into the family life, give him time to develop a close relationship with the children, problems over discipline, living-in, problems of children's acceptance, include the children in the ceremony)

This 144-page, paperback book is organized into 15 chapters and has a moderate reading difficulty level.

PMIC INFORMATION SHEET

Format	Book	DOCUMENT #	0983
Age Level	Adulthood	MATERIAL #	01 1101
Primary Target	Single Parents, Preparents, Parents in General	SHELF CODE	F
Cost	$7.95		

TITLE THE SINGLE PARENT EXPERIENCE

AUTHOR Carole Klein COPYRIGHT 1973

PUBLISHER Walker and Company
720 Fifth Street
New York, N.Y. 10019

Narrative Description

The Single Parent Experience is a book designed by the author "to illustrate the entire picture of single parenting, exaggerating neither its deficiencies nor successes." Addressing "single parents, people contemplating this experience, and interested readers," this book contains several anecdotes and conclusions based on interviews with single parents and the people who work with them.

Contents: Page

Introduction 15
1. Why Separate Parenthood from Marriage? 25
(Rationale for single parenthood)
2. The Importance of Being Honest 35
(Unwed pregnancy; aspects of the decision to keep the baby or give it out for adoption)
3. The Single Parent - Male 61
(Need for parenthood; stereotypes; a case study)
4. Who are the Unmarried Mothers of Today 83
(Pregnancy or adoption; rejection of marriage)
5. Homosexual Parents 103
(Attitudes; life-styles; adoption)
6. Adoption 121
(Legal; "black" and "grey" markets; "special needs" children)
7. Natural Motherhood 143
(Unwed pregnancy, planned or unplanned; agency support; social "stigma")
8. The Single Parent's Family 169
(Attitudes toward unmarried pregnancy; attitudes toward single-parent adoption)
9. Child Care 181
(Financial requirements; day care; welfare)
10. The Social Realities of Being a Single Parent 209
11. The Alternative Life-Style 229
(Extended families; communes)
12. The Psychological Effects of Having a Single Parent 249
(Speculation and anecdotes about the effects)
13. Creating Tomorrow's Person 271
(The future of government and social support of single parenthood)

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This 304-page, softbound book contains 13 chapters, an introduction, an appendix containing a directory to state sources for adoption, pregnancy, and related legal counseling, and a bibliography.

The material has a moderate reading difficulty level.

PMIC INFORMATION SHEET

DOCUMENT #1177
MATERIAL #03 0139
SHELF CODE F

Format Kit
Age Level Preschool Age, School Age
Primary Target Parents, Preschool and Elementary School Teachers, Paraprofessionals
Cost $53.00 (Record)
$58.00 (Cassette)

TITLE DIVORCE AND SEPARATION: CHILDREN IN CRISIS

AUTHOR J. Louise Despert, M.D.

COPYRIGHT 1975

PUBLISHER Parents' Magazine Films, Inc.
52 Vanderbilt Avenue
New York, New York 10017

Narrative Description

Divorce and Separation, part of the Children In Crisis series, "is designed to familiarize professionals, paraprofessionals and parents with the child's reaction to divorce and separation." This set of filmstrips "discusses why a change in family structure does not have to be emotionally damaging to the young child and why 'staying together for the sake of the children' can have a harmful effect on the child's emotional development." Sensitivity to the child's questions and reactions, his anxieties and confusions, his guilt feelings and his fear of abandonment is emphasized.

Contents:

1. When Discord Upsets the Family — 65 frames
(How family discord affects children emotionally. What emotional divorce is. Expectations adults have upon marriage. Children's understanding of the causes for parental discord. The process two families used to solve their problems.)
2. Through the Child's Eyes — 58 frames
(A child's tendency to blame him/herself for parental unhappiness. Behavior changes that indicate a child feels guilty. Affect on the child's emotional development. How age affects a child's ability to understand the nature of parental discord. When and how to seek professional help.)
3. Telling the Children — 54 frames
(Why parents have difficulty talking about separation or divorce. Infant sensitivity to parental discord. Letting a child know that he/she is still loved and cared for. Techniques used by two families to tell their children.)
4. The Family Apart — 54 frames
(Observing children for signs of distress. Reassuring children to quiet their fears. Techniques one mother used to help her child work out feelings of anger, sadness and fear. How people outside the family can help.)
5. Accepting the New Lifestyle — 59 frames
(Parents expressing their feelings about their divorces and new lifestyles. Parents' adjustments to visits of the ex-husband or ex-wife. Children's reactions to parents' dating and remarriage. How parents can help a child deal with confusion and hostility. Techniques one woman uses to handle hostile situations during dating.)

The program consists of five full-color filmstrips with an accompanying discussion guide which gives an overview of the program, suggestions for use, discussion questions, and suggested references. Script booklets accompany each filmstrip and either a 12" LP record or 3 cassettes present the sound track.

The audio scripts have a moderate reading difficulty level and the discussion guide has a high reading difficulty level.

Learner Activity:

In a group-administered program, the learner views a filmstrip while listening to a record or cassette tape. The learner then participates in a discussion of the filmstrip conducted by a group leader.

Preparation and Use:

The group leader will need to read through the discussion guide, view each filmstrip,, and then provide a framework for thoughtful discussion. The leader will also need to set up all necessary equipment beforehand.

Special Equipment and Characteristics:

The equipment needed includes a record player or cassette playback unit, a filstrip projector, which may be automatic or manual, and a screen.

The program is packaged in a 14-1/2" x 12-1/2" cardboard box.

Mexican-American, Black and Anglo families are represented in the filmstrip.

This program is composed of:

1. One booklet: Discussion Guide
2. Five color filmstrips
   "When Discord Upsets the Family"
   "Through the Child's Eyes"
   "Telling the Children"
   "The Family Apart"
   "Accepting the New Lifestyle"
3. Five audio script booklets, one for each filmstrip
4. One 12" LP record or three cassettes, audible/inaudible signal 30/50 cycle

PMIC INFORMATION SHEET

Format Film
Age Level School Age, Adulthood
Primary Target Single Parents, Elem. School Teachers, Second. Sch. Teachers
Cost $25.00 (Rental)
$250.00 (Purchase)

DOCUMENT # 1417
MATERIAL # 04 0188
SHELF CODE F

TITLE PAPA, YOU'RE CRAZY

AUTHOR Lenny Leaman

COPYRIGHT 1972

PUBLISHER Paramount Oxford Films
1138 North Las Palmas Avenue
Hollywood, California 90038

Narrative Description

The film, Papa, You're Crazy, "based on William Saroyan's short story, The Whole Voyald, and his novel, Papa, You're Crazy, captures the wondering a child may know when his family is no longer together as a result of the parents' separation or divorce. The film does not attempt to supply answers for such situations but it offers the beginnings of understanding." It promotes "a greater understanding of single-parent families, the importance of love even though the ideal family exchange of love is not possible, and the understanding that parents as single individuals are also people with problems of their own." The film is designed to be used with upper elementary, high school and college students and adults in the subject areas of Social Studies, Psychology, Sociology, and Literature. It could also be used with parents who are separated or divorced.

In the film a school-age boy choses to live with his father and his sister choses to live with her mother when their parents separate. The father and son are shown saying goodbye to the mother and sister, buying a car, living in a simple beach house, and enjoying the beach. "Viewing this sensitive story the user realizes that though the love of parents for each other may sometimes fail, their love for their children may continue to find expression, and that the children, too, may continue to love."

The 16mm, color film is 18 minutes in length.

Accompanying the film is a Study Guide which contains a Synopsis of Content and Treatment, Accountability, Questions for Discussion, and Related Activities.

PMIC INFORMATION SHEET

Format Book
Age Level Adulthood
Primary Target Single Parents
Cost $9.95

DOCUMENT # 1395
MATERIAL # 01 1231
SHELF CODE F

TITLE COPING: A SURVIVAL MANUAL FOR WOMEN ALONE

AUTHOR Martha Yates

COPYRIGHT 1976

PUBLISHER Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Narrative Description

The book, Coping: A Survival Manual for Women Alone, advises women on how "to deal successfully with the crucial dollars-and-cents side of life, and how to meet the emotional challenges of life as a single person. The author relates her own moving and painful experience of widowhood. With great empathy for other women suddenly faced with the emotional shock of living on their own, she explains how she learned to cope with her radically changed life."

Contents:	Page
1. Coping with a New Phenomenon (Problems, single women, divorces, widows, coping)	1
2. Coping Before Widowhood (The will, the estate, the estate tax return, duties of an executrix, trusts, insurance, why prepare now, vital documents, titles, credit rating)	11
3. Coping with Widowhood (The widow rituals of death, denial of death, shock, bitterness and rebellion, faith, trials of grief, your friends, reaching your goal)	23
4. Coping with Divorce (The rising divorce rate, causes of divorce, aftermath of divorce, income tax return, alimony, settlements, child support payments, divorce insurance, social security benefits, your reaction to divorce)	34
5. Coping with Money (Part I) (Your W-4, social security benefits, savings, investments, your will, trusts, loans, credit life insurance, tax-free gifts)	47
6. Coping with Money (Part II) (Life insurance, homeowner's insurance, car insurance, medical insurance, checking accounts, budgeting, paying bills, shopping for groceries and clothes)	65
7. Coping with Life Alone (Living abroad, staying where you are; where to live; if you own a house; selling or renting your house; living in the country, city or suburbs; selecting a neighborhood; building or buying a house; renting an apartment or house; roommates; moving; robbery)	84
8. Coping with Rape (What rape is, the victim, the rapist, fighting back, the victim and the law, the rapist and the law, how to fight rape)	110

9. Coping with Children 121
(Their problems, counseling, runaways, help for boys and girls, drugs and drink, the cost of being a parent, child care, children working, college, children's school rights, time with your child, your child and the law, your child and sex, single mothers, the blessing of children)

10. Coping with Work 142
(Should you work, preparing to work, job discrimination, job-sharing, job-hunting, job interviews, on the job, self-employment)

11. Coping with Credit and Women's Lib 169
(Establishing a credit rating, credit problems, bankruptcy, debt ceilings, charge accounts, consumerism, making complaints, sexism, anti-feminism, ERA)

12. Coping with Your Car 186
(What kind to buy, financing, car insurance, maintenance, repairs)

13. Coping with Repairs and Maintenance (at Home) 211
(Cutting costs, painting, plumbing, repairmen, home improvement loans, electricity, pest control, the roof, the floors)

14. Coping with Sex 222
(How to live with it ... and without it, how to rebuild confidence in yourself as a sexually vital person following widowhood or divorce, dating, affairs, sublimation, marriage)

15. Coping with Travel, Health, Income Tax 235
(Travel abroad, in the western hemisphere, and the United States; the pill, venereal disease, hormones, operations, and teeth; filing status, exemptions, and the 1040)

Epilogue 256
(Don't just sit there - do something!)

Index 260

The 272-page, hardbound book is divided into 15 chapters and has a high reading difficulty level.

PMIC INFORMATION SHEET

Format Book
Age Level Adulthood
Primary Target Single Parents
Cost $5.95 hardback

DOCUMENT # 1528
MATERIAL # 01 1486
SHELF CODE Family

TITLE THE SINGLE PARENT

AUTHOR Virginia Watts

PUBLISHER Fleming H. Revell Co.
Old Tappan, NJ 07675

COPYRIGHT 1976

Narrative Description

In The Single Parent, the author addresses those who have just begun to experience trauma due to death, divorce, separation, or desertion of a marital partner. From a Christian point of view, the book makes suggestions to the newly-single parent for re-establishing emotional stability and solving immediate practical problems. Numerous biblical quotes emphasize the spiritual aspect of the material, and the author share ideas based on her personal experience as a single parent with four children.

Contents: Page

Introduction
1. Facing the Truth Emotionally 9
(The immediate impact of a mate's death, divorce or desertion; anger, depression)
2. Children Suffer Too! 26
(The impact upon children at the loss of a parent)
3. Emotionally Damaged Children 40
(Accounts of five children who suffered serious emotional trauma during their lives because of the loss of a parent)
4. The Crisis Cycle 48
(Five stages which most people pass through during a crisis: denial, anger, bargaining, depression, and acceptance)
5. Emotions Are Signals To Be Heeded 62
(Ways to deal with anger, fear, and depression; forgiveness)
6. Sexual Adjustment 77
7. Transition Period 85
(The transition or adjustment from a married state to a single state)
8. Parental Behavior Problesm 101
(Behavior problems which may develop as a result of frustation from being left alone to raise children: manipulation, martyrdom, psychosomatic ailments)
9. Living Creatively With Your Children 113
(Finding active, meaningful, and diverse outlets for your children and yourself--outlets for the production of mature and well-rounded lives)
10. Society and The Single Parent 128
(Resources available to those adjusting to the new life of a single parent: fellowship groups, family counseling, consumer information, education and career assistance, scholarships and financial aid, financial planning, reading material)

		Page
11.	Single Isn't So Bad, After All! (Looking at single life as part of the whole of life)	148
12.	The "Me" I Want To Be (Establishing new goals and motivation; a Single Parent's Inventory to direct individuals to the Scriptures for guidance)	160

The 163-page, hardback book has a high reading difficulty level. Most chapters end with suggested reading lists.

PMIC INFORMATION SHEET

Format Book
Age Level Infancy; Preschool Age; School Age; Adolescence
Primary Target Fathers
Cost $7.95 Hardback

DOCUMENT No 1625
MATERIAL No 01 12860
SHELF CODE Family

TITLE PART-TIME FATHER: A GUIDE FOR THE DIVORCED FATHER

AUTHOR Edith Atkin and Estelle Rubin COPYRIGHT 1976

PUBLISHER The Vanguard Press, Inc.
425 Madison Avenue
New York, NY 10017

Narrative Description

Part-Time Father was written as a guide for divorced or separated fathers, especially those worried about the effect of the separation or divorce on their relationship with their children. The book addresses the widest variety of problems a divorced father may have to face, from those "with his children at different stages of their development, (through the many) different stages of the divorce, to the evolving relationship (of all parties as they) adjust to the situation. Anecdotes and case histories illuminate the central ideas of each section."

Contents: Page

Introduction 11

Part I: Uprootings and Upheavals

1. In Limbo 15
(An overview of the situation of the divorced father, including: the conflicting advice one gets; the plight of the part-time father; loneliness; seeing the children -- by appointment only; inner turmoil; divorce -- the tie that binds; children who act up after a divorce; have we harmed our children?)
2. Fathering 29
(The role of fathering in today's world as related to children at various age levels)
3. Part-Time Fathering 38
(The new role of "part-time father": once a father always a father; the absent father and his children at various age levels; when to seek expert help; each divorced father is different; mixed reactions about the divorce; guilt; fears about loss of authority; ex-wife as kin; when to give up on seeing kids)
4. Harry - One Divorced Father 51
(Narrative example of the newly divorced father)

Part II: Nitty-Gritty of Divorce

5. Breaking Up 61
(Emotional pain and problems at the time of divorce: breaking up and the children; telling the children--when to tell, what to tell, who tells; children's reactions; after closing the door)
6. The Visiting Father 72
(An overview of visitation problems)
7. Money, Money, Money 93
(An overview of the role of money in the divorced family situation)

Part III: New Lives

8. Bachelor Father 116
(Dating; when mother objects; reactions to the ex-wife's dating; adjusting to two lives -- the child's dilemma)

EXPERIMENTAL EDITION. The PARENTING MATERIALS INFORMATION CENTER is part of a project funded by the National Institute of Education, Dept. of HEW. For information contact Southwest Educational Dev. Lab., 211 E. 7th St., Austin, TX 78701, (512) 476-6861.

9. Remarriage 121
(An overview of remarriage; remarriage opens new possibilities and new relationships; problems; reaction to ex-wife's remarriage; children's reactions; when father remarries; stepparents; two homes or one?)
10. The Extended Family 138
(New marriages and new children bring problems and pleasures; extended families open new possibilities & problems; different life styles; stepparents and stepchildren; grandparents; steprelatives)

Part IV: Fathers and Sons and Daughters

11. Full-Time Father 151
(The situations in which the man gets custody of the children: father as custodial parent; when mother deserts; when mother is "mentally unfit": when mother willingly releases custody; split custody: one for you, one for me; divided custody; boarding school)
12. Adolescence 168
(Adolescence -- a disturbing phase to parents; father's reaction to the adolescent girl's sexual maturity; adolescent struggle for independence and identity; peer group influence; mood swings; exceptions that prove the rule)
13. Living with the Adolescent 180
(The adolescent child of divorce may be more subject to ups and downs; the divorce father and his adolescent children; you are not his therapist; the risks of single parenthood; know thyself as an answer; when professional help may be needed)

Epilogue 191

This 191-page, hardback book includes an introduction, 13 chapters, and an epilogue. The chapters are grouped into four sections, three or four chapters to each.

The material has a high reading level.

PMIC INFORMATION SHEET

Format Book
Age Level N/A
Primary Target Single Parents
Cost $4.95 Paperback

DOCUMENT No 1642
MATERIAL No 01 1621
SHELF CODE Family

TITLE RE-ENTRY INTO THE SINGLE LIFE

AUTHOR Dr. Jim Keelan

COPYRIGHT 1977

PUBLISHER Communications Unlimited
7057 Wright Court
Arvada, Colorado 80004

Narrative Description

The book, Re-Entry Into the Single Life, supports the point that a divorced or widowed or single person can find the single life an important "path to becoming a person." Stressing the necessity for "deciding to become a person in your own right," the author demonstrates his point throughout the book by citing numerous letters and conversations of "real people who have experienced the challenges and traumas of re-entering the single life."

Contents: Page

Dedication
Preface
Acknowledgements
1. Did Curly Really Write This Book? 2
(The author's motives for writing this book.)
2. Single? Divorced? Widowed? Married? 10
(Becoming a person requires and identity instead of living a role.)
3. When to Throw In the Towel 18
(How to analyze one's marriage in determining whether to disolve it.)
4. What Are the Powerful Re-Entry Shock Waves? 30
(A review of "sudden changes that produce the initial shock wave that hits the newly single.")
5. If It is Chaos, It Must be the First Phase 48
(A review of questions and fears which beset the newly singled person.)
6. From Grief to Growth--Phase Two 58
(Types of growth which can result from becoming a single person.)
7. Having Fun Being Yourself or Phase Three 68
(The individual person is the source of his or her own happiness.)
8. What is the "Cool" Re-Entry of Men? 80
(Newly single men must face the realities behind the male image in our culture.)
9. Do Children Have a Re-Entry? 88
(Children definitely face a difficult adjustment when their parents divorce.)
10. Good and Grow 96
(Stress disappears and personal growth can occur by admitting past mistakes and by feeling free to be mistaken again.)
Appendix I
Appendix II
Books You May Find Helpful

EXPERIMENTAL EDITION. The PARENTING MATERIALS INFORMATION CENTER is part of a project funded by the National Institute of Education, Dept. of HEW. For information contact Southwest Educational Dev. Lab., 211 E. 7th St., Austin, TX 78701, (512) 476-6861.

This 147-page, paperback book is divided into ten chapters. Cartoons are used freely throughout the book. The reading level is moderate.

This book is "related to" a previous book by the same author, Having Fun Being Yourself.

PMIC INFORMATION SHEET

Format Film
Age Level Adolescence
Primary Target Single Parents
Cost $285 Purchase
$30/day Rental

DOCUMENT No 1747
MATERIAL No 04 0258
SHELF CODE Parenting

TITLE MOTHERS AFTER DIVORCE

AUTHOR Polymorph Films

COPYRIGHT 1976

PUBLISHER Polymorph Films
331 Newbury Street
Boston, MA 02115

Narrative Description

The film, Mothers After Divorce, was made to provide some personal insights into the lives of divorced mothers of older children. The film focuses particularly on their problems and worries but also seeks to convey a sense of the rewards attainable for mothers as single parents.

The film is structured around an informal discussion initiated and led by a high school guidance counselor between four divorced mothers of high-school-age children. The scene shifts from the discussion to interactions at home between the mothers and their children and includes two scenes focusing on occupational situations as well. Some of the major concerns of these mothers involve finances, getting company and support from other adults, helping their children adapt to increased responsibility without their feeling over burdened, and how the emotional trauma of their divorces might have affected their children's attitudes toward marriage and family life. The mothers additionally expressed certain positive aspects of their situations, ranging from increased self-confidence to having more time for their children.

The 16mm, color and sound film has a total running time of 20 minutes. The ethnic representation is 100% Anglo, and the families portrayed are apparently of upper-middle-class socioeconomic status or above.

The film may be rented for additional days at one-half the daily rental. One week's use is twice the daily rate, and a paid rental may be deducted if the film is later purchased. A videocassette version of the film is available for purchase at the same price as in 16mm.

SPECIALIZED BIBLIOGRAPHY ON DEATH

PMIC INFORMATION SHEET

Format Book
Age Level Preschool Age, School Age
Primary Target Parents in Gen.
Cost $2.75 Hardback

DOCUMENT # 1524
MATERIAL # 01 1469
SHELF CODE Family

TITLE UNDERSTANDING ABOUT DEATH: WHAT'S HAPPENED TO AUNTIE JEAN?

AUTHOR Dr. Paul White

COPYRIGHT 1976

PUBLISHER Regal Books Division/Gospel Light Publications
Glendale Center Bldg.
110 West Broadway
Glendale, CA 91204

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Narrative Description

The book, Understanding About Death: What's Happened To Auntie Jean?, "helps children feel that for the person who loves Jesus, death means begin forever with Him." The story portrays a young boy and girl who become aware of the impending death of an aunt. After her death, their parents and uncle help the children understand the event and its emotions. They frame the death, burial, and departure of the loved one in a religious context.

Nearly all the 27-pages in the hardback book have large, colored illustrations depicting various situations from the text.

The material has a low reading difficulty level.

EXPERIMENTAL EDITION. The PARENTING MATERIALS INFORMATION CENTER is part of a project funded by the National Institute of Education, Dept. of HEW. For information contact

PMIC INFORMATION SHEET

Format	Book	DOCUMENT No	1648
Age Level	Preschool Age, School Age, Adolescence	MATERIAL No	01 1556
Primary Target	Parents in General	SHELF CODE	Family
Cost	$5.95 Hardback		

TITLE LEARNING TO SAY GOOD-BY: WHEN A PARENT DIES

AUTHOR Eda LeShan COPYRIGHT 1976

PUBLISHER Macmillan Publishing Co., Inc.
866 Third Ave.
New York, NY 10022

Narrative Description

The book, Learning to Say Good-By: When A Parent Dies, is written to be read to or by children who have experienced the death of a parent. The author's aim is to help children understand and accept their feelings and to explain the concept of death within the context of life.

Contents: Page

Introduction
1. It Has Happened 5
(The way grown-ups behave, planning for the funeral, asking questions)
2. Grieving: The Feelings We Share 17
(Memories--fading in and out, what's going to happen to me? feeling that loving is dangerous, fear of losing the parent who is still alive, feeling angry at the living parent, worrying about yourself, when mourning is over before death, feelings of relief, wanting to change things, mourning in your own special way)
3. Recovering from Grief 42
(Forgetting and remembering, needing other people--grown-ups and children, life begins to change, getting special help)
4. Death Teaches Us About Life 72
(Death as a part of life, saying good-by)

Further Reading

This 85-page, hardback book is divided into four chapters and has a moderate reading level. There are full-page drawings illustrating the material.

PMIC INFORMATION SHEET

Format Book
Age Level Preschool Age, School Age, Adolescence
Primary Target Parents in General
Cost $2.00

DOCUMENT No 1717
MATERIAL No 01 0003
SHELF CODE So-Em

TITLE HELPING YOUR CHILD TO UNDERSTAND DEATH

AUTHOR Anna W. M. Wolf

COPYRIGHT Revised Edition, 1973

PUBLISHER Child Study Press
50 Madison Avenue
New York, NY 10010

Narrative Description

The book, Helping Your Child Understand Death, is intended to "help parents explore their own feelings as well as answer their children's spoken and unspoken questions about death." The questions and answers in the book "serve as suggestions to parents whose children have had no intimate experience of death, as well as helping parents understand the behavior and needs of children whose lives have been touched by the death of someone close."

Contents: Page

Introduction
1. Helping Your Child to Understand Death--An Overview 7
2. Children's Questions--Telling Children About Death 10
(Common misconceptions and fears, dealing with suicide or murder, understanding the concept of death, discussion of war, concerns about what happens to a person after death)
3. Parents' Questions--Helping Children Who Encounter Death Around Them 32
(Severe or terminal illness in the family, preparation for loss of a parent, death of a child, death of a pet, common emotional responses to death on the part of children, the question of children's attendance at funerals, questions about life after death)
4. Your Heritage and Mine 57
(A look at religious and cultural treatment of the issue of death, importance of rituals)

This 64-page, paperback book is divided into four chapters and has a high reading level. The material is presented in a question-answer format.

EXPERIMENTAL EDITION. The PARENTING MATERIALS INFORMATION CENTER is part of a project funded by the National Institute of Education, Dept. of HEW. For information contact Southwest Educational Dev. Lab., 211 E. 7th St., Austin, TX 78701, (512) 476-6861.

PMIC INFORMATION SHEET

Format Book
Age Level Preschool Age; School Age
Primary Target Parents in General
Cost $ 2.50 Paperback

DOCUMENT No 1706
MATERIAL No 01 1247
SHELF CODE Social & Emotional Devel.

TITLE HELPING A CHILD UNDERSTAND DEATH

AUTHOR Linda Jane Vogel

COPYRIGHT 1975

PUBLISHER Fortress Press
2900 Queen Lane
Philadelphia, PA 19129

Narrative Description

Written out of a conviction that "confronting death brings us face to face with ourselves," and that "we cannot but search for the meaning of life when we try to understand death," Helping a Child Understand Death contains one person's "approach for helping children explore the meaning of death." The religious viewpoint of the book embodies the "hope that (the book) can be a guide for helping Christians find their own answers (about death), answers that they can live with -- and die with."

Contents: Page

Preface ix
1. Why, God, Why? 1
   (The author's own struggle to find meaning with the death of her father; the stages one goes through when the death of a loved one occurs: being angry, feeling guilty, finding acceptance; the problem of talking about death when it is imminent; fear and the aid of a religious faith)
2. Understanding A Child's Understanding 13
   (Death surrounds us; actually listening to a child's fears and emotions; the child's view of death from 3 to 5 and from 5 to 9; the child's responses to death)
3. Pitfalls to Avoid 23
   (Use of "She's just sleeping"; "sick...hospital...dead!"; "he's gone on a long journey"; "God needed her"; "God punished her"; "so what?")
4. When Pets Die 32
   (One family's response; the truth can hurt; answering hard questions)
5. Helping a Child When Death Comes 40
   (Know what you believe; begin where the child is; meet individual needs; confront reality; share hope)
6. Sharing Our Faith 54
   (Death: problem or mystery?; what is the key?; what about body and soul?; what is eternal life; what about heaven and hell?; how do we share all this with a child?)
7. Where Do We Go From Here? 68
   (Pray; read; keep a log; share with others; experiences that can help)
8. Putting It All Together 81

Notes 83
Additional Resources 84

This 86-page, paperback book divides each chapter with subheadings.

The material has a moderate reading level.

PMIC INFORMATION SHEET

Format Book
Age Level Preschool Age, School Age
Primary Target Parents in General
Cost $3.95

DOCUMENT # 1354
MATERIAL # 01 1230
SHELF CODE So-Em

TITLE TALKING ABOUT DEATH: A DIALOGUE BETWEEN PARENT AND CHILD

AUTHOR Earl A. Grollman

COPYRIGHT 1975

PUBLISHER Beacon Press, Inc.
25 Beacon Street
Boston, Mass. 02108

Narrative Description

The book, Talking About Death: A Dialogue Between Parent and Child, helps parents explain the death of a loved one to a preschool or school age child. In so doing, the interaction should also help the parents "come to terms with the sorrow of death."

A simple "read-along" section for parent and child is followed by a more complex explanation for the use of a parent. This section should prepare the parent to handle the child's inevitable questions. References for specialized counseling and source materials are included.

Contents:	Page
Foreword Introduction (How to use the book)	
1. The Children's Read-Along (Illustrated text for the parent and child to read together in order to introduce the idea of death to a child who has never encountered it before.)	1
2. A Parent's Guide for Explaining Death to Your Child (What to expect from children of different age groups; questions to expect during the read-along and how to elaborate on the ideas therein.)	27
3. For Further Help (Religious agencies; guidance and family associations; medical, psychological and psychiatric services; school counseling; widow-to-widow projects.)	73
4. For Further Reading, Listening, Viewing (Death in children's literature; other books on death; cassettes; films)	81

The 98-page, softbound book includes a foreword, an introduction, and four chapters.

The reading difficulty level is variable. The Read-Along section is moderate, while the remainder of the book is high.

The first chapter is illustrated by black-and-white watercolors, and the text for the first chapter is hand-printed.

EXPERIMENTAL EDITION. The PARENTING MATERIALS INFORMATION CENTER is part of a project funded by the National Institute of Education, Dept. of HEW. For information contact Southwest Educational Dev. Lab. 211 E. 7th St. Austin, TX 78701 (512) 476-6861

PMIC INFORMATION SHEET

Format Book
Age Level Preschool Age, School Age
Primary Target Parents
Cost $3.95

DOCUMENT # 1343
MATERIAL # 01 1222
SHELF CODE SO-EM

TITLE EXPLAINING DEATH TO CHILDREN

AUTHOR Earl A. Grollman

COPYRIGHT 1967

PUBLISHER Beacon Press
25 Beacon Street
Boston, Mass. 02108

Narrative Description

Explaining Death To Children is a collection of articles by ministers, sociologists, psychologists, and biologist reacting to the changing American attitude toward death. Based on the assumption that parents must come to terms with death before they can give a reasonable explanation to children, this book offers practical advice as well as thought-provoking, and often contrasting discussions about death.

Contents: Page

Foreword
Introduction by Louise Bates Ames
Prologue: Explaining Death To Children 3
(Advice to parents to help them talk to their children, written in question and answer format. Responds to such questions as: should parents indicate religious convictions, should stories and fairy tales be used, do children experience grief, etc.)

1. On the Dying of Death by Robert Fulton 31
   (Explores the change in American society regarding death. The unrealistic view towards death, the reaction to the Kennedy assassination, and the need to include children in mourning)
2. How Younger Children View Death and Themselves by Gregory Rochlin 51
   (Records children's own feelings as told to the Director of Child Psychiatry Services, and the psychiatrist's observations on children's reactions to death)
3. The Child's Understanding of Death: How Does It Develop? by Robert Kastenbaum 89
   (Outlines developmental approaches of different ages in their understanding of death with tangible guidelines and suggestions)
4. The Child and Death As Seen In Different Cultures by Martin Diskin and Hans Guggonheim 111
   (An anthropological analysis of the ways various children of diverse ethic groups have met the challenge of death. Especially emphasizes traditions that are common to all cultures)

5. In the Midst of Life (Reflections on some Biological Aspects of Death) by Claiborne S. Jones 126
(An academic approach discussing the biological phenomenon of death, including a clinical analysis of the physiology of death)

6. Death: Handling the Subject and Affected Students in the Schools by Hella Moller 145
(An educational psychologist describes a program she designed to help teachers deal with students who have experienced the death of someone close to them)

7. The Theological, Psychological, and Philosophical Dimensions of Death in Protestantism by Edgar N. Jackson 171
(An article which integrates the theological, psychological, and philosophical dimensions of bereavement)

8. Catholic Teachings, the Child, and a Philosophy for Life and Death by Thomas Joseph Riley 199
(Based on the belief that Catholic children deal realisticly with death, the article describes the Catholic philosophy of life, family and death, and how these teachings aid a child to adjust to the reality of death)

9. The Ritualistic and Theological Approach of the Jew by Earl A. Grollman 223
(Describes the pattern of Jewish practices and rites which are concerned with death, for the dying, and for the sorrowing family)

10. Children's Books Relating to Death: A Discussion by Eulalie Steinmetz Ross 249
(Describes books from the mainstream of children's literature in which death occurs as an integral part of the story. Books are described according to theme - friendships family relationship, etc; and the age of the child to whom the book is directed)

Notes, References, Bibliographies 273

This 296-page, softbound book is organized into ten chapters and includes a bibliography.

The reading difficulty level is high.

PMIC INFORMATION SHEET

Format Kit
Age Level Preschool, School Age
Primary Target Parents, Elementary and Preschool Teachers
Cost $53.00 (W/record)
$58.00 (W/cassette)

DOCUMENT # 1154
MATERIAL # 03 0141
SHELF CODE So-Em

TITLE DEATH: CHILDREN IN CRISIS

AUTHOR Richard J. Obershaw, M.S.W.

COPYRIGHT 1975

PUBLISHER Parent's Magazine Films, Inc.
52 Vanderbilt Avenue
New York, New York 10017

Narrative Description

Death, part of the series, Children in Crisis, "is designed to familiarize professionals, paraprofessionals and parents with a child's reactions to death. It presents ways in which adults can recognize when a child is under stress and help that child understand and learn to deal with his anxiety and fears. "This set of filmstrips emphasizes the importance of including a child in the sharing experience of funerals and family grief and the levels of children's understanding of death and their accompanying fears, fantasies and guilt."

Contents:

1. Death as a Reality of Life 56 frames
(Factors in modern society that shield a child from knowledge of death. Sources where a child learns about death when parents don't share information. Children's need for honest explanation of death.)
2. Expressing Grief 66 frames
(The need to allow children to express their grief. The three phases of the grieving process.)
3. Ages of Understanding 61 frames
(Describes age as a factor of a child's ability to understanding death, and the reactions of children of various ages to death.)
4. Explaining Death to Children 56 frames
(Reasons why adults have difficulty talking about death, the dangers of disguising the truth, what level of language to use. Explaining death as a part of life.)
5. The Importance of Funerals 62 frames
(The beneficial effects of funerals for adults and children; preparing the child for a funeral; ways to include children in the practical aspects of the funeral; where children's fears originate.)

The program consists of five full-color filmstrips with an accompanying discussion guide which gives an overview of the program, suggestions for use, discussion questions and suggested references. Script booklets accompany each filmstrip and either a 12" LP record or 3 cassettes present the sound track.

The audio scripts have a moderate reading difficulty level. The discussion guide has a high reading difficulty level.

Learner Activity:

In a group-administered program, the learner views a filmstrip while listening to a record or cassette tape. The learner then participates in a discussion

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of the filmstrip conducted by a group leader.

Preparation and Use:

The group leader will need to read through the discussion guide, view each filmstrip, and then provide a framework for thoughtful discussion. The leader will also need to set up all necessary equipment beforehand.

Special Equipment and Characteristics:

The equipment needed includes a record player or cassette playback unit, a filmstrip projector, which may be automatic or manual and a screen.

The program is packaged in a 14-1/2" x 12-1/2" cardboard box.

Families of various ethnic groups are depicted in the filmstrips.

The program consists of:

1. One booklet: Discussion Guide
2. Five color filmstrips
   "Death as a Reality of Life"
   "Expressing Grief"
   "Age of Understanding"
   "Explaining Death to Children"
   "The Importance of Funerals"
3. Five audio script booklets, one for each filmstrip
4. One 12" LP record or three cassettes (audible/inaudible signal 30/50 cycle)

PMIC INFORMATION SHEET

Format	Book	DOCUMENT #	1231
Age Level	Adulthood	MATERIAL #	01 1183
Primary Target	Parents in General	SHELF CODE	So-Em
Cost	$3.95		
TITLE	DEAD IS A FOUR LETTER WORD		
AUTHOR	Lynn L. Melby	COPYRIGHT	1975
PUBLISHER	Dabney Publishing 1826 North 45th Street Seattle, Washington 98103		

Narrative Description

Dead Is a Four Letter Word explores the biological, sociological and psychological event of death. Based on the author's interviews and research of professionals, yet written with simple language, the book attempts to show ways Americans have insulated themselves from death.

Contents: Page

Part One: Dealing With Death

1. The Act of Dying 1
(The five stages of the dying process: shock and disbelief, anger, bargaining, depression and acceptance. What close friends and relatives can do for a dying person.)
2. The Death of a Child 15
(The incidence of childhood deaths and the effect on the family of a child's death. Kinds of childhood deaths and ways families react to each death.)
3. Grief--The Aftermath 21
(The impact of death upon survivors. Types of grief as defined by the differing circumstances which influence emotional impact: unexpected grief, anticipatory grief.)
4. Explaining Death to Children 32
(Damages done to children by not explaining death to them. How to talk to a child about death. Phrases not to use. Things to remember to tell the child.)

Part Two: Rituals of Death

5. The Funeral 41
(Brief history of customs surrounding funerals and the functions of a funeral. The effect of the body at the funeral; differing funeral expectations in differing parts of the country. Prices; the practice of flowers.)
6. The Funeral Director 63
(A composite of the funeral director; responsibilities of a funeral director, and the director's view of himself. Personal involvement and the extension of services beyond the funeral service.)
7. Memorializing Our Dead 79
(Forms of memorialization and motivations for them. History, functions and environments of cemeteries.)

Part Three: Some Important Considerations

8. Planning for the Unavoidable 97
(Steps to reduce pain and financial difficulties: drawing up a will, building a life insurance program, assembling necessary personal data for financial benefits, preplanning funeral and burial arrangements.)

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9. A Case for Death Education and Awareness 109
(Information on cremation, methods of avoiding death--freezing bodies, avoiding the word "death." Courses on death offered in the schools today.)
Appendix A: Code of Professional Practices for Funeral Directors
Appendix B: List of Major Associations of Funerals
Appendix C. Format for an Emergency Record
A Bibliography and Some Recommended Readings

This 131-page, softbound book is organized into three major sections with chapters in each section and subheadings in each chapter.

The reading difficulty level is high.

PMIC INFORMATION SHEET

Format	Audiovisual Kit,	**DOCUMENT #**	1187
Age Level	School Age, Adult	**MATERIAL #**	03 0137
Primary Target	Parents in General, Elementary School Teachers	**SHELF CODE**	So-Em
Cost	$81.00/Set $18.00/Presentation		

TITLE	UNDERSTANDING DEATH		
AUTHOR	Educational Perspectives Associates	**COPYRIGHT**	1974
PUBLISHER	Educational Perspectives Associates Box 213 DeKalb, Illinois 60115		

Narrative Description

The audiovisual kit, Understanding Death, contains a series of five filmstrip/cassette presentations, four for school-age children and one for parents and teachers. Designed to help children and parents accept death as a normal part of the life cycle, the series includes: life/death, exploring the cemetery, facts about funerals, a child's story, and guidelines for parents and teachers.

Contents:

1. Life/Death 15 min.
   (Using photographs and cartoons, the presentation contains "an honest and sensitive discussion for the middle school child of the normalcy of death for all living things.")
2. Exploring the Cemetery 12 min.
   ("This filmstrip describes the cemetery as an historical resource, as well as describing the function of the cemetery and the responsibilities of the people who work there.")
3. Facts About Funerals 12 min.
   (A young boy reports on the work of the funeral director as a school project. The functions of a funeral home are seen and discussed.)
4. A Taste of Blackberries 30 min.
   (Adapted from the book by Doris Buchanan Smith, this cartoon presentation follows a young boy's grief process after his best friend's death.)
5. Children and Death 14 min.
   (Directed toward parents and teachers, this presentation attempts to explain a child's perspectives in the face of death. Guidelines for parents and teachers are offered.)

The kit consists of five color filmstrip/cassette presentations and one soft-bound, 57-page discussion guide.

The discussion guide has a moderate reading difficulty level.

Learner Activity:

The learner views and listens to the presentation and then may engage in discussion groups or follow-up activities.

Instructions:

The 57-page discussion guide by David W. Berg and George G. Daugherty contains purposes and objectives, a script, questions for discussion and suggested activities for each of the five presentations.

Special Characteristics:

The presentation, A Taste of Blackberries, is based on the book by Doris Buchanan Smith, copyrighted in 1973. It is available from:

Paul R. Reynolds, Inc.
599 Fifth Avenue
New York, New York 10017

Special Equipment Needed:

Filmstrip projector, cassette player.

This kit is composed of:

1. Five filmstrip/cassette presentations:
   "Life and Death" (Doc. #1192)
   "Exploring the Cemetery" (Doc. #1191)
   "A Taste of Blackberries" (Doc. #1189)
   "Children and Death" (Doc. #1188)

PMIC INFORMATION SHEET

Format	Book	DOCUMENT #	1372
Age Level	School Age	MATERIAL #	01 1239
Primary Target	Parents in General	SHELF CODE	So-Em
Cost	$3.95		

TITLE HELPING CHILDREN WITH THE MYSTERY OF DEATH

AUTHOR Elizabeth L. Reed

COPYRIGHT 1970

PUBLISHER Abingdon Press
201 Eighth Avenue South
Nashville, Tenn. 37202

Narrative Description

The book, Helping Children With the Mystery of Death, written for Christian parents, seeks to provide advice and resource material for parents who need to help their children adjust to the reality of death.

Contents:	Page
1. Helping Children With the Mystery of Death (Facing death, interpreting death, sharing Christ, explanations, why of death)	13
2. Resource Materials for Use With Children (Bible, prayers, poems, stories)	83
3. Enriching Materials for Adults (Bible, prose, poetry, prayers)	129

The 143-page, hardbound book has three sections with several subdivisions.

The material has a moderate reading difficulty level.

Special Characteristic:

The book was written for those who hold the Christian belief about life and life after death.

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PMIC INFORMATION SHEET

Format Book
Age Level School Age
Primary Target Parents
Cost $5.95

DOCUMENT # 0818
MATERIAL # 01 1109
SHELF CODE So-Em

TITLE MY GRANDPA DIED TODAY

AUTHOR Joan Fassler

COPYRIGHT 1971

PUBLISHER Human Sciences Press
Behavioral Publications, Inc.
72 Fifth Avenue
New York, New York 10011

Narrative Description

My Grandpa Died Today is the story of a boy named David and his grandfather, and the love and devotion they share. When his grandfather dies, David must struggle to understand and accept his death. This book, written for parents to read with their children, is designed to help young children deal with death for the first time.

This 28-page, hardbound book is a short story, and the reading difficulty level is low.

Line drawings illustrate each page of the text.

PMIC INFORMATION SHEET

Format Book
Age Level Preschool and School Age
Primary Target Parents, Teachers, Nonteaching Professionals
Cost $4.50

DOCUMENT No 0255
MATERIAL No 01 0669
SHELF CODE So-Em

TITLE ABOUT DYING

AUTHOR Sara B. Stein

COPYRIGHT 1974

PUBLISHER Walker and Company
720 Fifth Ave.
New York, New York 10019

Narrative Description

About Dying creates a shared experience for adults and children concerning death. This book cites as examples the deaths of a relative, a pet, a neighbor and a friend. It traces the specific psychological processes by which human beings become able to give up some of the feelings they have invested in a person or pet who no longer exists. It also focuses on the curiosity of children about death and describes how adults can help children understand and adjust when they encounter death.

It is designed with separate texts for the adult and child. The adult text serves as a resource for handling questions and discussions arising spontaneously from a child's natural curiosity.

This 46-page, hardbound book is written in story form with photographs and a simple text for the child; an accompanying text provides more specific detail for the adult.

This book has variable reading difficulty levels because of its two styles of writing.

PMIC INFORMATION SHEET

Format Book
Age Level Preschool Age; School Age
Primary Target Parents in General
Cost $7.95 Hardback

DOCUMENT No 1580
MATERIAL No 01 1517
SHELF CODE Social & Emotional Development

TITLE "WILL I GO TO HEAVEN?"

AUTHOR Peter Mayle

COPYRIGHT 1976

PUBLISHER Corwin Books
275 Madison Avenue
New York, NY 10016

Narrative Description

"Will I Go To Heaven?" is designed either to be read by or read to young children. "In simple and sympathetic language," the book covers the basic religious questions most children will ask about life after death. The answers provided follow in the general Christian tradition but are intended to be non-denominational. The book has the overall aim of "helping you children to understand and accept death as one of the fundamental facts of life."

Contents:	Page
1. What Is Heaven Like? (No one knows for sure because it is the place you go when you die)	3
2. Why Do We Die? (All plants, animals and human beings have only a certain life span. Human beings can expect to live long, but they will die too)	6
3. What Happens After We Die? (An explanation which differentiates body from soul)	10
4. Where's a Good Place for Souls To Go? (Ideas about an afterlife among people of other cultures)	13
5. What's Hell Like? (A traditional view of Hell, and a contemporary one)	18
6. What's Heaven Like? (A traditional view of Heaven followed by four personal views of what Heaven might be like for mothers, fathers, dogs, and astronauts)	24
7. How Do We Get To Heaven? (Living an ethical, happy life may help get us to Heaven)	37

This 42-page, hardback book is printed in large type and is illustrated with large, full-color cartoons in which there are children from various ethnic groups.

The book has a low reading level.

PMIC USER QUESTIONNAIRE (PART ONE)

We are interested in what you thought about using the PMIC. Your answers and comments will help us make it better. Thank you.

1. How did you first learn about the PMIC? (Please be specific, name the source).

____

2. How useful was the PMIC in providing you with the information you wanted?

1	2	3	4	5
Completely useless	Not very useful	Somewhat useful	Useful	Very useful

3. Did you use the Retrieval System (cards and backlighted stand?)___NO ___YES

If yes:

a. The instructions provided were:____Clear____A little vague____Confusing

b. The steps for selecting terms were:____Hard____Average____Easy

c. Did the Information Sheets you found deal with the subjects you were interested in?:____Yes____Somewhat____No

d. The Information Sheets had:____Too much information____Adequate information____Not enough information

e. In general, the PMIC system was:____Easy to use____A little hard to use ____Very hard to use

If no: Why didn't you use the PMIC Retrieval System?:____Did not have enough time____Knew what I wanted____Seemed too complicated ____Other (please explain)______________________________________

____

4. Do you plan to use the materials you found out about today? ____NO ____YES

If yes: How will you get the materials?:____Will buy them____Will borrow them from here____Will look for them at library____Other (explain)

____

If no: Please explain why______________________________________

General comments and suggestions that would make the PMIC more useful to you:

____

____

____

(OVER)

PART TWO (OPTIONAL)

We would like to know something about the people who use the PMIC. The information we request is confidential and will only be used to figure percentages and other statistics. Please feel free to omit answering any question, including your name.

Your age range: Under twenty_____ Twenties____ Thirties____ Forties & over____

Your sex: Male_____ Female_____

Number of children: _____None

_____Preschoolers (five and under)

_____School Age (six to twelve)

_____Teenagers (thirteen to eighteen)

We are interested in knowing how much we are serving special groups of parents. Please examine the list of terms and check all that apply to you:

____Adoptive parent

____Anglo (white)

____Black

____Divorced

____Expectant parent

____Foster parent

____Handicapped parent

____Health professional

____Low income

____Mexican-American (Chicano)

____Middle income

____Native American-Indian

____Parent education professional

____Parent of handicapped child

____Remarried parent

____Single (Solo) parent

____Spanish surname (other than Mexican-American)

____Stepparent

____Teacher

____Welfare worker

____Working mother

____Other (explain)______________________

If you would like to be informed about future parenting activities, please fill out this information.

Name:____

Address:______________________________Phone:(   )__________

City/State/Zip:____

If you are a professional: Title:______________________________

Program/Agency:______________________________

APPENDIX B

PMIC Information Sheet Examples of Ethnic/Sex Role Paragraph

First Version Coding Guidelines

First Version Ethnic Checklist

First Version Sex Role Checklist

Second Version Coding Guidelines and Definitions of Dimensions

Third and Current Version of Coding Guidelines

PMIC Training Guidelines

Bibliographical References

PMIC INFORMATION SHEET

DOCUMENT # 1787
MATERIAL # 04 0248
SHELF CODE Parenting

Format Film
Age Level Infancy
Primary Target Parents in General
Cost $ 30.00 Rental
$300.00 Purchase

TITLE PARENTING CONCERNS: THE FIRST TWO YEARS

AUTHOR Cine-Image Films, Ltd.

COPYRIGHT 1977

PUBLISHER Perennial Education, Inc.
1825 Willow Road
P.O. Box 236
Northfield, IL 60093

Narrative Description

The film, Parenting Concerns: The First Two Years, is designed for "parents, parents-to-be, and all people who are involved with growing kids. It explores common, but perplexing child-rearing situations." The aim of the film is "to introduce prospective parents to special problems and to help them find practical answers. It also aims at helping veteran parents ease tensions and reap the rewards of being a better parent."

The film is broken down into three age groups: first four months, from four to twelve months, and the second year. Each group is further divided into particular problems or issues relevant to that stage. Topics covered in the first stage are: breast feeding versus bottle feeding, feeding schedules, crying, sharing the workload and seeking out companionship, husband-wife tensions, babysitting and daycare centers, and working mothers. From four to twelve months the special issues presented are: toddler mobility and potential trouble, stranger anxiety, parents' smoking behavior, family pets, and the child's exploration and playing with own genitals. The topics relevant to the second year which are shown are: growing independence, discipline, temper tantrums, self feeding, a second baby in the house, toilet training, temperament and personality.

The film was produced in a large Midwest town and reflects middle class lifestyles. Approximately 10% of the ethnic representation is Blacks, with Anglos comprising the remainder. Although alternative roles for the mother are presented--in particular for mothers who want to work outside the home--the nurturing role still appears largely reserved for mothers and little emphasis is placed on the father's role or contribution as parent.

This color and sound film is available for purchase or rental in 16mm, 8mm or videocassette form and has a total running time of 21 minutes.

EXPERIMENTAL EDITION. The PARENTING MATERIALS INFORMATION CENTER is part of a project funded by the National Institute of Education, Dept. of HEW. For Information contact PMIC, Southwest Educational Development Laboratory, 211 East 7th Street, Austin, TX 78701, (512) 476-6861.

PMIC INFORMATION SHEET

DOCUMENT #	1786
MATERIAL #	04 0275
SHELF CODE	Disciplin

Format	Film
Age Level	Preschool Age, School Age
Primary Target	Parents in General, Teachers in General, Nonteaching Professionals
Cost	$ 25.00 Rental $225.00 Purchase
TITLE	REWARD AND PUNISHMENT
AUTHOR	James Gardner, Narrator
PUBLISHER	McGraw-Hill Films 1221 Avenue of the Americas New York, NY 10020
COPYRIGHT	1974

Narrative Description

The film, Reward and Punishment, "was designed to show parents how to be more effective in their use of behavior management techniques with young children." The film should also be of interest to teachers and others who are involved with the social, emotional and educational development of children.

Contents:

The film illustrates the use of reward and punishment through a series of everyday examples. The film is narrated by a psychologist who discusses the particulars of behavior management. It first stresses the complexity and difficulty of learning appropriate social interaction. Adults must ask themselves if they have set learning conditions well for a particular behavior, if enough opportunities or trials at learning the behavior have been provided the child, and if they have been consistent in their response to the child's behavior. The answers to these questions will often point out that punishment is not deserved by the child. The narrator elaborates on the many harmful side effects of punishment, in particular the negative emotions that are created and maintained in the child by its use. It is held that there are occasional instances when punishment is appropriate, but that it should be delivered as coolly as possible. The reward approach is then explained thoroughly, and is summarized as "the thoughtful use of attention and affection." It is stated that the only potential harm of rewards comes about if they are given indiscriminately. The film ends by encuraging parents to be aware of how important their influence is on the developing child.

Approximately 85% of the ethnic representation is Anglos with Blacks comprising the remaining 15%. There is no obvious bias and no focus on ethnic differences. Males and females are equally represented, with slightly more emphasis placed on the mother as the nurturing parent.

This color and sound film is available for purchase or rental and has a total running time of 14 minutes.

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FIRST VERSION

CODING GUIDELINES FOR MULTI-ETHNIC AND SEX ROLE REPRESENTATION

		INCLUSION (+/-)				OMISSION (NA/✓)				PRIMARY FOCUS (✓)			
		Text		Art		Text		Art		Text		Art	
		Ch	A	Ch	A	Ch	A	Ch	A	Ch	A	Ch	A
ETHNIC GROUP	Anglo Am												
	Asian Am												
	Black Am												
	Cuban Am												
	European Am												
	Mexican Am												
	Native Am												
	Puerto Rican												
SEX	Males												
	Females												

(+) = Group is included, and presentation is positive.

(-) = Group is included, but presentation is negative.

NA = Not Applicable, group is included, or focus is intended/stated for one group only.

Ch = Children

A = Adults

FIRST VERSION

MULTI-ETHNIC/MULTI-CULTURAL CHECKLIST

INCLUSION

Positive

A. Activities

1. males and females included in child care
2. diversity of customs and examples of cultural variation
3. variety of central roles in home and community
4. variety of professions/jobs
5. inclusion of recent research and findings about minority groups
6. variety of dress, non-stereotypical features (graphics particularly)
7. realistic mix of ethnic group members in urban settings
8. variation in lifestyles and family patterns; single parent, two parent, extended families
9. variation in environment, neighborhoods, class, community

B. Abilities

1. abilities not limited by ethnicity
2. explanations of environmental and historical influence

C. Language

1. Avoidance of loaded adjectives
2. positive (non-comparative) terms for ethnic and cultural groups; e.g., not "colored," "nonwhite," but Black-, Native-American, etc.

Negative

A. Activities

1. exclusively female households, only females involved in child care
2. limited variety of roles in home and community
3. limited set of job categories and positions
4. lack of ethnic or cultural variation in urban settings
5. limited types of environment, neighborhoods, class level
6. representation of single family pattern

B. Abilities

1. limited range of intellectual, emotional, physical abilities
2. attribution of limitation to ethnicity
3. failure to provide historical or environmental influences as explanation; e.g., black children do poorly in school

C. Language

1. loaded adjective; e.g., primitive, superstitious, disadvantaged, crafty, inscrutable, lazy, backward
2. use of currently unacceptable terms for ethnic or cultural groups

Omission

A. (✓)

1. Exclusion of cultural groups when they can or should logically be included; discussion of child development in general which includes only agnlo children, material on family patterns which exclude Black, etc., family relationships.

B. (NA)

1. if the group is included
2. When the focus is intended to be only one group; e.g., Black Parents Handbook is intended to discuss only black parents and should not logically include any other group.

Primary Focus

Whether through omission or intentionally limited focus, the group or groups most frequently represented and/or discussed. In cases of fairly equal representation, more than one group may be checked.

FIRST VERSION

SEX ROLES CHECKLIST

INCLUSION

Positive

A. Activities

1. in house and out of house for both sexes
2. jobs held by both men and women
3. spectating and active in physical activities for both sexes
4. active involvement in play for both sexes

B. Abilities

1. abilities not limited by sex
2. intellectual, emotional, physical range of abilities for men and women

C. Language

1. generic 'human', etc.
2. parallel address Mr/Mrs or Last Name/First Name
3. mixed pronominal forms
4. use of unmarked generics (i.e., "woman" doctor)

Negative

A. Activities

1. women limited only to home or child care
2. men not involved in home or child care
3. no women involved in jobs
4. girls only as spectators in play, activities, etc.

B. Abilities

1. attribution of traits, values, abilities, to only one sex; boys are strong, girls cry.

C. Language

1. exclusive use of generic "man"
2. non-parallel address forms Mr/Carol, Last Name/First Name
3. pronominal use of male only
4. use of marked generic terms, "woman doctor"

Omission

A. (✓)

Exclusion of male or female when either can or should logically be included; children's activities which include only boys or only girls, discussion of child development which don't discuss one sex.

B. (NA)

1. If the group is included
2. When the focus is intended to be only one group; e.g., if the the material deals with mother-daughter relationships, fathers and sons need not logically be included.

Primary Focus

Whether through omission or intentionally limited focus, the group or groups most frequently represented and/or discussed. In cases of fairly equal representation, more than one group may be checked; e.g., in material on families, if there is equal weight given to mothers and fathers, sons and daughters, boxes for "Males," "Females," "Children," and "Adults," should be checked.

SECOND VERSION

CODING GUIDELINES

DIMENSIONS	GROUP		
	BLACK	ANGLO	HISPANIC
Adult to Child Father involved w/ ch. care			
Positive parent-ch. rela.			
Negative parent-ch. rela.			
Learning activities			
Adult Model Adult model-same race			
-dif. race			
Advice sought-same race			
dif. race			
Child to Child Ch. active-intellectually			
-physically			
Ch. works/plays c-same race			
-dif. race			
Environment Family pattern-single p.			
-mo. & fa.			
-extended			
Neighborhood-urban			
-rural			
-suburban			
Housing-apartment			
-house			
Community-single race			
-mixed race			

TITLE:____

TIME:____________________

Second Version Coding Guidelines
DEFINITIONS OF DIMENSIONS

ADULT TO CHILD SECTION

The dimensions in the ADULT TO CHILD section examine the relationships between adults and children, and the parent-child relationship in particular. The dimensions in this section are applicable only to frames showing both adults and children. When no adults are present, the section is not applicable.

Father Involved with Child Care

The father or other adult males are portrayed taking part in daily home activities which include the child. Example: father shown bathing, feeding, playing with, dressing, the child.

Positive Parent-Child Relationship

Both the father and the mother (or other involved adults) are portrayed showing affection, support, pleasure, satisfaction while with child. Example: mother laughing with child; father holding child smiling.

Negative Parent-Child Relationship

Both mother and father (or other involved adult) are portrayed expressing dissatisfaction with the child's behavior. May include punishment, restraint, or discipline of child. Example: mother restrains child from taking food; father impatient with slow progress of shoe tying.

Learning Activities

Both mother and father are portrayed encouraging or helping child to learn a new activity, complete a project, institute a new activity. Example: parents reading to the child; father playing a new game with child; mother describing or explaining something to the child.

ADULT MODEL SECTION

The dimensions in this section are a subset of the ADULT TO CHILD section and focus on the adult role models immediately available to the child. The models include adults who, though not the child's parents, are involved in child care. The frames covered by these dimensions may include adults and children or only adults. Not applicable when no adults are present.

Adult model-Same Race

Frames where unrelated adults (i.e. not members of the child's family) are participating in some aspect of the child's care. This dimension is applicable when the involved adult is the same race as the child. Example: A classroom scene, with a black teacher and a racially mixed group of children. A black child in the group has an adult model of the same race; anglo and hispanic children do not.

Adult model-Different Race

In frames where unrelated adults (i.e. not family members) are participating in child care, the adult is a different race from the child. Example: A classroom scene with a black teacher and a racially mixed group of children. Anglo and hispanic children have an adult model of a different race. Black children have an adult model of the same race.

Seeking advice-same race

The parent (or other adult involved in child care) is portrayed seeking advice and/or information about parenting, child care, child development, from a person of the same race. Example: an anglo mother asks an anglo friend about speech development.

Seeking advice-different race

The parent (or other adult involved in child care) is portrayed seeking advice and/or information about parenting, child care, child development, from a person of a different race. Example: an anglo mother asks a black friend about speech development.

CHILD TO CHILD SECTION

The dimensions in the CHILD TO CHILD section focus primarily on the child. The dimensions are applicable to those frames showing one or more children. Adults may be visible in the frame. When adults are present code frame using both ADULT TO CHILD and CHILD TO CHILD sections. When no children are present, this section is not applicable.

Child active physically

The child is portrayed participating in ongoing activities, playing with other children, involved in vigorous activity, pursuing solitary physical play. The dimension does not apply if the child is watching ongoing physical activities and not participating. Example: child plays on swings, participates with others in games.

Child active intellectually

The child is portrayed participating in academic activities, learning activities. In general, frame portrays child possessing or using thinking and reasoning capabilities, and may include narrative discussion of children's thought processes, academic activities, mental development, and language abilities. Example: child reading; participating in classroom, constructing complicated puzzle or toy.

Child works/plays with children from same race

All children involved in an activity are from the same race. The definition excludes children watching an activity, and covers only those children actively participating. Example: A group of black girls doing handclaps.

Child works/plays with children from a different race

The children participating in an activity are from different racial groups. Definition covers only those children actively participating and excludes those watching. Example: Children from two or more racial groups working to build houses made of blocks.

ENVIRONMENT/COMMUNITY/LIFESTYLE SECTION

The dimensions in the ENVIRONMENT/COMMUNITY/LIFESTYLE section examine social relationships within the family, the relationship between the family and community, and the family's physical environment. The section is applicable to frames which focus on the home and areas immediately surrounding the home such as the neighborhood and community.

Family patterns

The different families portrayed vary in number of members and in the people responsible for child care. It includes single parents, two parents, parent(s) and grandparent(s), parent(s) and other family members. The latter two patterns are coded as "Extended" family on the codesheet.

Neighborhood

The different families portrayed live in urban, rural, and suburban neighborhoods.This dimension should be coded only when there are sufficient clues to draw a distinction between the three areas. Example: a suburban area is defined having yard space and single family dwellings; urban areas with mult-unit dwellings and limited or no yard area; rural with farmland or ranchland area.

Housing

Families are portrayed living in apartments or homes. The distinction will be difficult without exterior shots. Code only when the living space is clearly a single family dwelling or a multi-unit dwelling.

Community

The community may include the immediate surroundings of the home and/or the school community. The community is coded as either racially mixed, two or more racial groups represented; or single, community includes only members of one ethnic or racial group.

THIRD (and current) VERSION OF

ETHNIC AND SEX ROLE CODING GUIDELINES

1. What groups of people are portrayed?

   Anglo ( ) Black ( ) Hispanic ( )

2. Are group members numerically equally represented? Yes ( ) No ( )

   If not, indicate approximate percent of visual representation:

   Anglo______% Black______% Hispanic______%

3. Are members of ethnic groups portrayed in a stereotypical manner?

1	2	3	4	5
Not stereotyped	Infrequently	Sometimes	Frequently	Always stereotyped

4. Are portrayals of people, lifestyles, values, and behaviors similar across groups? (For example: everyone is portrayed in approximately the same way. There is a single standard or preferred set of behaviors, etc., and there are no significant differences between groups. The "melting pot" approach.)

1	2	3	4	5
No focus on Assimilation	Limited	Some	Extensive	Sole focus on Assimilation

5. Do portrayals of people, lifestyles, values, and behaviors, differ from group to group? (For example: each group is portrayed as having a distinct identity with some, but not all, features special to that group. The pluralistic approach.)

1	2	3	4	5
No focus on Pluralism	Limited	Some	Extensive	Sole focus on Pluralism

6. Are both sexes numerically equally represented? Yes ( ) No ( )

   If not, indicate approximate percent of visual representation:

   Females_____% Males______%

7. Are girls portrayed engaging in vigorous physical activity?

1	2	3	4	5
Never	Infrequently	Sometimes	Often	Very frequently

8. Are boys portrayed engaging in vigorous physical activity?

1	2	3	4	5
Never	Infrequently	Sometimes	Often	Very frequently

9. Are girls/women portrayed seeking or involved in activities and/or roles outside the home?

1	2	3	4	5
Never	Infrequently	Sometimes	Often	Very frequently

10. Are boys/men portrayed seeking or involved in activities and/or roles outside the home?

1	2	3	4	5
Never	Infrequently	Sometimes	Often	Very frequently

11. Are boys/men portrayed in nuturing roles?

1	2	3	4	5
Never	Infrequently	Sometimes	Often	Very frequently

12. Are girls/women portrayed in nurturing roles?

1	2	3	4	5
Never	Infrequently	Sometimes	Often	Very frequently

TITLE:____

Analyst:____

Document Number:______

5. PERMANENT PROCESSING OF THE MATERIALS

INTRODUCTION: PURPOSE OF THE ANALYSIS

When dealing with instructional materials two separate but complementary kinds of information can be distinguished--analytical and evaluative.

Analytical information is the product of a careful process of analysis, the breaking down of the material into components in order to describe the specific parts that make the whole. The task of the analyst is to record the presence and characteristics of the components and reduce subjective judgments to a minimum.

In contrast, evaluative information judges the quality, adequacy, comprehensiveness, etc., of a given material when used under certain circumstances. Most evaluative questions can only be answered by the user, whose judgments are qualified by personal preferences and conditions. Evaluation judges the extent to which a given material performs as the author claims it will.

The information generated by the process of analysis gives no evaluative information. It is expected to assist the potential user in making decisions about the material's usefulness for his own specific needs.

Included as "parenting materials" will be curricular materials and other documents that are designed or can be used in the training and education of parents to fulfill their roles both in the family and within the community and its agencies.

The order of priority for inclusion in the collection is:

1. Curricular materials designed to teach parenting skills and knowledge about child development.

2. Documentation on programs or projects in which parenting skills are taught, including description of methodology, delivery system, eligibility requirements, and any other information that would help a potential replication of successful programs.

3. Reports on research or theoretical considerations that deal with the parenting relationship, including learning and teaching, effects of various parent characteristics and child-rearing practices, and in general materials dealing with the scientific and educational foundations of parenting and parent education and training.

The materials and documents suitable for inclusion in the files of the Parenting Materials Information Center include:

1. Materials designed to be used by parents to teach/work/play/etc. with their children.

2. Materials designed to be used by teachers or other professionals or paraprofessionals in the training and/or education of adults in the role of parent.

3. Materials designed to be used by specialists in the training/education of teachers and other professionals and paraprofessionals in their role as collaborators with parents.

4. Materials dealing with parent and community involvement.

5. Materials written or prepared to document, research, or describe the function of parenting.

6. Materials not covered in the preceding categories that have bearing on the general field of parenting, parent training, parent education, and parent involvement.

Other desirable conditions are:

1. Materials should be designed for clearly defined target groups (i.e. economic level, ethnicity, age levels).

2. Materials should represent a variety of approaches to child development and/or child care (i.e. medical, education, sociological, etc.).

3. Materials in varying development stages should be available for collection or purchase by the Parenting Materials Information Center.

4. Materials should be available within two to three years to the target populations.

5. Materials should be current with a ten year limit from the copyright date to time of acquisition, unless the item is an acknowledged classic work that should be included in the collection.

The inclusion of a given material in the PMIC collection in no way implies any endorsement by PMIC or SEDL of that material or any guarantee that the material will perform in a given way.

5.1 DESCRIPTION AND GUIDELINES FOR PMIC CODE SHEET

The Parenting Materials Information Center Code Sheet (PMIC CS) is a single, standard size (8 1/2" X 11") printed form on which the descriptor terms (PMIC indexing language) and their respective code numbers have been recorded.

5.1.1 FRONT PAGE

Blanks are provided for the following:

Process Data (A)

Analyst: The name of the person performing the analysis.

Date: The date on which the analysis is written.

Identification Numbers (B)

Document Number: A four-digit number that identifies both the CS and IS and is assigned to the material after analysis by the Coordinator/Editor.

Material Number: A six-digit number that is assigned at the time of acquisition of the material. It identifies the material and index cards and documents used for administrative purposes. This number is listed on the lower left-hand corner of the material and should be marked on the Code Sheet by the analyst.

Shelf Code: An alphanumeric code assigned by the Coordinator/Editor and designed to identify areas within the PMIC library where the actual materials are stored.

Material Identification (C)

Title: The title recorded is that which appears on the title page of the material. The title on the Code Sheet will be typed in caps.

Author: The author is the person, group, association, corporation, etc., that has the intellectual responsibility for the contents and characteristics of the material. List all authors cited on the title page.

Publisher/Distributor: The complete name and address for the person or firm from which the material can be obtained, including zip code.

Descriptor Terms (D)

The descriptor terms are grouped into the categories of Major Area, Age/Developmental Level, Format and Other Characteristics, Primary Target Audience, Language, Availability, and Reading Level.

The descriptors within each category are followed by their respective Code Number.

Major Areas Block (a): The Major Area descriptors represent significant areas of content or emphasis that are recognized in the PMIC collection. They are chosen to cover nonoverlapping areas within the realm of Parenting/Parent Education/Parent Involvement. In order to clarify even further the meaning of these Major Areas, they are grouped in terms of content focus.

When the focus of interest is the family group, in particular the interpersonal relationships of parenting/parenthood, we distinguish as Major Areas The Family, Pregnancy and Birth, Parenting, and Child Abuse. When the content focus is the child and his development, we distinguish Physical and Sensory Development, Language and Intellectual Development, Social and Emotional Development, Sexual Development, and Health and Safety as Major Areas. When the focus is Education, we distinguish the areas of Discipline, Early Childhood (Educational) Activities, Academic Contents and Skills, and Large Scale (Educational) Programs. With the focus on variations and individual differences, we have the Major Areas of Exceptional Children and Multi-ethnic/Multi-cultural Heritage and Contents. Finally, when the focus is on the school and the community at large, we have Parent/School/Community Involvement, Group Relations and Training, and General Resources for Parenting/Family/Education as Major Areas.

The analyst first determines the focus of the material in terms of quantitative coverage. At least thirty percent of the material must deal with a Major Area before it can be assigned. Most of the common materials in the collection contain only one focus and deal with a single Major Area. The few exceptions to this are reference books, some comprehensive textbooks and the coverage of some Journals and Magazines. Each material is assigned to at least one Major Area.

Age/Developmental Level Block (b): These terms describe the age or developmental level that corresponds to the behaviors, characteristics or activites described in the material, not to whom the material is directed. For example: The focus of the material is on preschool learning activities and is written for parents of preschoolers. The Age/Developmental Level Block of the material would be "Preschool Age". At least twenty percent of the material should deal with a given age level before that descriptor can be assigned. There will be some materials where no age developmental descriptor seems to apply, thus none should be marked.

Format Block (c): The format terms describe physical and functional characteristics. Physical characteristics are divided into three sections: Printed Materials, Audiovisual Materials, and Multi-element Materials. All materials display some type of physical characteristic and thus require a descriptor from one of these sections. Single-element materials usually require only one physical descriptor. If a material consists of several elements such as an instructional material that contains a filmstrip, cassette, and booklet, only the descriptors describing the materials collectively (Instructional Material in General, Self-administered Inst. Material) are assigned. If each element can be obtained separately, then each format is assigned.
Functional format descriptors are assigned to a material according to its use rather than its physical appearance. The functional descriptors that apply are assigned depending on the uses for which the material is designed.

The combination of physical and functional descriptors presents a two-dimensional view of the material. For example, the book Migrant Education: A Selected Bibliography is indexed as a book (physical characteristic) and bibliography (functional characteristic). Always include at least one physical and, if applicable, one functional descriptor when assigning format terms.

Primary Target Audience Block (d): The Primary Target Audience terms describe the individuals for whom the material is designed and imply that the material is particularly (although not exclusively) useful and appropriate to the needs of that primary target audience. With the exception of Pre-parents (teenagers who are expected to become parents in the future) the materials in the PMIC collection are directed to parents or to those who work with parents. Those who work with parents include Nonteaching Professionals, Teachers and Paraprofessionals. In the case of curricular materials, questionnaires, tests, etc., the primary target audience is the subject (learner) with whom the material is used.

The terms listed for Primary Target Audience are classified by sex, ethnicity, special characteristics, level, specialty, etc. The generic term "Parents in General" should be used whenever the material does not require a more specific primary target audience.

The analyst assigns all target audience descriptors provided by the author or publisher. If target audience designations made by the author do not correspond to those in the Descriptor Dictionary, the analyst assigns those terms from the dictionary which most nearly apply. Remember that the purpose of having Primary Target Audience terms is to allow users to retrieve materials that are specifically designed for certain groups, not materials that could be used for or by certain groups with some modifications.

There are also materials for which there is no clear target audience, particularly materials dealing with general information and descriptions of programs or projects with no direct application. In these cases no target audience descriptor is assigned.

In the case of guides, "how to" manuals, and formal curricular materials every effort should be made to assign the most appropriate primary target audience term.

Language Block (e): These descriptors are alphabetized and followed by their Code Numbers.

Availability Block (f): These descriptors are alphabetized and followed by their Code Numbers. All descriptors that apply should be circled.

Reading Level Block (g): The reading difficulty level descriptors are arranged in order of increasing difficulty, each followed by its Code Number.

The analyst examines the material in general to determine if it is written in a homogeneous style throughout, or if it contains parts, chapters, or sections that vary substantially. Reading difficulty is measured by the relative length of words and sentences in the text. Different styles of writing or subject matter can determine variable reading difficulty levels. A multi-item material or a single material composed of parts or sections that can be used more or less independently is likely to have Variable Reading Difficulty. If Variable Reading Difficulty is assigned, each separate level is also assigned.
Homogeneous materials are examined by selecting three samples of 100 words each. The analyst marks the samples selected with pencil parentheses and lists the page numbers on the final page of the material. He then proceeds with the instructions provided with the Fry Graph in the Appendix.

If the three samples show a variability of four or five grades, the highest estimate is used as the most representative of the material. If the variability is three or less grades, an average of the three samples is plotted on the Fry Readability Graph and the resulting reading level is marked as one of the three groups listed on the Code Sheet (low, moderate, or high).

Cross Reference Terms (E)

A block of blank lines is provided for the analyst to include terms that are used as cross reference. These terms include any words of phrases that might be used in place of the established descriptors. The analyst may suggest terms or lift them directly from the material.

5.1.2 REVERSE PAGE

The reverse side of the page contains the Document Number in the upper left corner.

Specific Content Descriptors (A)

The specific content descriptors describe the topics or concepts that are part of a major area, enabling retrieval of materials about a specific aspect within a major area. The accompanying definitions further limit each descriptor.

There is no limitation on the number of Specific Content Descriptors assigned to a given material. However, care is taken to discourage the assignment of descriptors to marginal material in which only a passing mention of the subject is made. Since the smallest unit in the collection is a booklet with a typical average length of ten to fifteen pages, we use the booklet as a standard to determine what constitutes sufficient coverage for indexing. When a user retrieves materials using a Specific Content Descriptor, it can be assured that the material listed is either a booklet or other material containing at least ten to fifteen pages about that specific subject (or in the case of a filmstrip, an equal amount of time).

The following guidelines are observed in the assignment of Specific Content Descriptors:

1. Each list of Specific Content Descriptors has under its respective Major Content Area one General Specific Content Descriptor designated by an asterisk, typically called "...In General".

   This "In General" descriptor is used:

   a. when the material deals with everything in the major area but with no depth or detail.

   b. when over half of the other Specific Content Descriptors from the major area have been chosen for the material--then all the chosen specific descriptors and the general descriptor will be assigned

   c. when a user selects the General Specific Descriptor to learn about materials that cover a major area both in general and in detail.

2. In the case of materials organized into chapters or sections, a Specific Content Descriptor can be selected for each chapter.

PMIC Code Sheets are filed and stored in sequential order by Document Number.

PMIC Code Sheets are normally available only to the PMIC Staff.

5.2 DESCRIPTION AND GUIDELINES FOR USE OF PMIC INFORMATION SHEET (IS)

The Parenting Materials Information Center INFORMATION SHEET (PMIC IS) is a single, or in some cases double, standard size (8 1/2" X 11") printed form used by the analyst to record information about the materials. The IS constitutes the main output format of the PMIC collection and contains detailed analytical information that can assist a user in the selection of materials needed to meet his needs. The information retrieved by a user will be on the IS.

5.2.1 Summary Data Block (A)

Blanks are provided for the following: Format, Age/Developmental Level, Target Audience, and Cost.

5.2.2 Identification Numbers Block (B)

These are internal numbers and codes provided by PMIC staff and used for filing and shelving. Blanks are provided for the following: Document Number, PMIC Material Number, and PMIC Shelf Code.

5.2.3 Material Identification Block (C)

The information entered must be complete and accurate.

Title: The title is that which appears on the title page of the material. If there is more than one title, preference is given to the one closest to the content. If there is a subtitle, it should be included if it is sufficiently brief and adds to the meaning of the main title. If the material does not provide adequate information regarding the title, it may be taken from accompanying documents, such as guides, brochures, catalog entries, or container.

Author: The person, group, association, corporation, etc. that has the intellectual responsibility for the contents and characteristics of the material. It can be a name (i.e. David Weikart), a name and affiliation (i.e. David Weikart, High/Scope Foundation), a corporate name (i.e. High/Scope Foundation), etc.

Publisher/Distributor: The complete name and address for the person or firm from which the material can be obtained, including zip code.

Date/Copyright: Month and year of publication of a material whether copyrighted or not. In the case of books and other materials, the edition being analyzed is recorded (i.e. Fourth Edition, 1974).

5.2.4 If the information required by Blocks A, B, or C is not apparent from the material itself, the analyst should refer to the listing Parenting in 1975: A Listing from PMIC or the master listing located in the PMIC library.

5.2.5 Narrative Description Block (D)

The Narrative Description constitutes the most important product of the analysis. It is the description of the components that have been identified in the material. The statements in the Narrative Description conform to the structure specified in the following guidelines. Two kinds of statements will be distinguished in the Narrative Description: Mandatory and Additional Statements. Each statement is written in the fixed sequence outlined in these guidelines; a triple space separates the paragraphs, and no numbering system is employed for identification.

MANDATORY STATEMENTS

These statements contain information about the characteristics that are always present in any material contained in the collection. They are mandatory in the sense that they have to be made irrespective of any other special characteristic that the material may have.

I. PURPOSE

The first statement of the Narrative Description presents the basic information about the material. In a brief four to five line statement, the user is given the material's purpose, how the author has attempted to achieve this purpose, target audience, and format. This information must be complete and concise in order to allow the user early in his search to determine if the material will suit his needs. Also lifting this first statement from the Narrative Description will allow an annotated bibliography to be compiled without further analysis of the material.

A direct quote, if possible, from a statement by the author or publisher in the preface, flyleaf, publisher's literature, etc. is the best method of explaining what the material is designed to do. Quotation marks are used when a statement is lifted directly from the material. Use the material's title in the first sentence. The analyst should underline passages in the material that have been used for the purpose statement. This includes direct quotes that have been lifted and passages that have been paraphrased.

Example:

> Parent Awareness, a self-administered program, has been "carefully designed in a simple, step-by-step procedure to help parents identify their patterns of talk and determine what changes are indicated". This is accomplished by taping your conversation, listening to the tape for meaning and tone, and coding the conversation, using specified instructions.

Target Audience Example:

> Parent Awareness ... "to help parents identify their..."

Format Example:

> This self-administered program has been carefully designed...

If no statement of purpose can be found, the analyst will determine its purpose and include it in the first statement of the narrative description.

II. CONTENTS

The second statement deals with the specific contents of the work. The analyst needs to clearly present the work's contents and emphasis to give the reader an accurate overview of the material. This is an extremely important part of the narrative description requiring highly specific coverage. The user should be able to make an easy transition from the search terms used to the contents as listed in the Narrative Description. Thus the language of the Descriptor Dictionary should be used in this section.

In some cases, the Table of Contents can be directly used to satisfy this section of the description. If a clear outline of the work worded in language close to that of the Dictionary is presented, it should be used. List the opening page number for each unit of the contents page to present an idea of the emphasis of the material.

Example: (Directly from the Material)

Contents:	Page
1. Pregnancy Changes Behavior	3
2. Psychological Impact of New Parenthood	7
3. Parental Roles	12

Other cases will require a certain amount of elaboration by the analyst. It may be necessary to reorganize the listing of the contents or clarify terms used in order to tie the description to the PMIC system. The analyst may substitute his own synopsis for the material's terms or present the material's Table of Contents and enclose his explanatory wording in parentheses.

Example: (Elaboration by the Analyst)

Contents:	Page
1. Pickles and Ice Cream (Pregnancy Changes Behavior)	3
2. What Do We Do Now? (Psychological Impact of New Parenthood)	7
3. Mommy and Daddy (Parental Roles)	12

If the Table of Contents is completely unacceptable or there is no Table of Contents, the analyst must present his own organization of the material's contents including number of pages devoted to each topic. Number each unit with arabic numerals.

Example: (Analyst's Organization of Contents)

Contents:	
1. Psychological Problems During Pregnancy	50 pages
2. Health Care During Pregnancy	40 pages
3. Development of Fetus	25 pages

There will be materials that are too brief to strictly follow the Guideline format. Such materials will include pamphlets, leaflets, hand-outs, and some books with a minimum of copy, usually dealing with one concept. In such cases, write narrative paragraphs that correspond to the sections of the Guideline sequence: a purpose paragraph, a synopsis of the contents, etc. Deviations from the Guidelines will be the exception rather than the rule and should only apply to a few materials.

Example: See next page

Example:

Purpose Paragraph The picture-story book, *Hooray For Me*, which is intended to be read to preschool children,"explores an individual's relationship to family, friends, and even pets."

Content Paragraph In the simple narrative, the question "Who is me?" is asked and answered in the many ways a child perceives himself: "I am my mother and father's son," "I'm my dog's walker," and many others.

III. ORGANIZATION AND PHYSICAL DESCRIPTION

This statement includes the actual organization and physical description of the material such as length, type of binding (hard, soft, spiral, etc.), chapters, units, demonstrations, etc.

Example:

> The 250-page, hardbound book is divided into ten chapters with subheadings in each chapter.
>
> The material is a set of two 15-minute audio tape cassettes with two accompanying 50-frame filmstrips.

ADDITIONAL STATEMENTS

The following statements will apply to some materials and not others. Their inclusion will depend on the specific characteristics of the material being analyzed.

I. READING LEVEL

This statement refers to the reading characteristics of the material being analyzed. The reading difficulty determines to some extent the potential usefulness of an item. On items that contain sections with different styles, the determination of the reading characteristics should be made from a representative sample of styles used in the material. In cases where the samples vary widely (more than five grades) code the material "variable" and also code the separate levels. Explain the specific item's characteristics.

Example: (Variable)

> The material has a variable reading difficulty level. The introduction has a high reading difficulty level, while the story-text has a low reading difficulty level.

Whenever possible, quote the author or publisher.

Example: (Direct Quote)

> "This is a low vocabulary, high interest book..."

If no statement is given by the author, the reading difficulty level is determined by the analyst using the Fry procedure and the results are translated into one of the three levels on the Code Sheet (low, moderate, or high).

Example:

> This book has a moderate reading difficulty level.

II. TYPE OF LEARNER ACTIVITY

This statement describes the specific responses that the learner displays in the interaction with or use of the material. Also included are the stimuli that produced these responses. This section will be particularly applicable to regular curricular materials, training programs, and in general to non-print, multi-element materials in which there is a teacher-learner relationship. This statement should not be completed for those materials which only require passive reading (such as regular books) or passive watching (such as films) or passive listening (such as tapes or records). For this statement only actual responses specifically required of the learner for the proper use of the material can be considered. The required responses will usually be stated in the instructions for the material, in the teacher's guide, or directions.

Examples:

After reading the problems presented in the text the learner writes a ten-line solution.

The learner manipulates the objects provided in the kit.

The learner observes the dance steps modeled in the film and then attempts to repeat them.

The learner forms a complete unit from the individual parts after reading the enclosed instructions.

The learner observes the film and then interacts verbally with the group.

III. EVALUATION/FEEDBACK

In material which requires a response from the learner this statement describes the method used to determine correctness or incorrectness of the response.

Example:

The instructor checks the correct responses using a key provided on in the Teacher's Guide and then hands the corrected material to the learner.

Any corrective, additional, or enrichment activities built into the material should be noted.

Example:

After taking the test, the learner searches in the text for the correct responses to the items he missed.

If the material states what is considered an acceptable performance level or a method for formal recognition (i.e. Certificate of Completion), this should be noted.

Example:

The learner is considered successful when he responds correctly to 85% of the items within a one-hour period.

IV. PREPARATION AND USE

State the activities necessary to prepare and use the material, explaining any procedure that must be followed such as training period, preparation of materials, setting up physical arrangement, display, etc. Also include followup procedures, administrative tasks, etc.

Example:

A one-day training session held at Sensitivity Institute, Inc. is required in order to use this behavior modification program. After attending the session, the trainee will write a one-page evaluation of the session and return it to the Institute one week after the end of the session.

The user must collect ten household objects of different shapes for demonstration purposes. After demonstrating the objects, the user must make a listing of the objects in order to avoid repeating their use in the next three sessions.

At the end of the training session, the leader must collect and return all unused portions of the material to the publisher.

During the session the leader records the number of questions asked by each participant.

V. INSTRUCTIONS

Describe any accompanying instructions, manuals, guidelines, annotated teacher's edition, pamphlet, etc. Include its physical characteristics, contents, and type of aids, such as programmed teaching procedures, additional resources, tests, etc.

Example:

An accompanying ten-page manual gives suggested teaching procedures (pages 1-7), supplemental reading list (pages 8-9), and test items (page 10).

VI. SPECIAL REQUIREMENTS/CHARACTERISTICS

This statement includes any additional significant information that has not been mentioned in the previous statements.

Examples:

Special equipment needed--cassette, projector, screen, record player, cooking equipment, role playing props, scissors, paint.

Special requirements or conditions for use--large table space, room, indoor or outdoor location, wall space, darkroom, water supply.

Special characteristics or techniques--color-cuing, exceptionally large print, fold-out pages, over-lay design pages, bilingual copy, multiethnic emphasis.

Illustrations--describe as to placement, size, frequency, color or black and white, photographs, drawings.

Example:

> Full-page color photographs of children engaged in varying activities appear about every six pages throughout the book. The photos are randomly placed on either the right or left side of the book.

Describe the size of the item if other than standard. Include pertinent packaging information. A box larger than 8" X 11" and/or deeper than 3" requires description. If the material contains perishable components, it should be noted.

Example:

> The games are packaged in a 10" X 14" metal box with a briefcase handle for carrying.

5.2.5 Multi-Element Materials Block (E)

For the purpose of analysis, multi-element materials such as programs, kits, packets, and audiovisual materials present some special problems. The following rules apply to multi-element materials:

1. A set of materials, to be considered as a single multi-element material, has to have a collective name, a common origin (author, developer, editor, producer, publisher, etc.), and at least one element that clearly bonds the set together as a larger unit. This element can be a printed overview or outline, a set of instructions for use of the various elements, a film, cassette, etc. These conditions should clearly distinguish a multi-element material from a simple aggregation of similar items.

2. Once it has been determined that a set of elements constitutes a single multi-element material, the analysis proceeds according to the general procedures presented in the Guidelines. A Code Sheet and Information Sheet are prepared for the material.

3. The next step is to determine if the component elements of the multi-element material should be analyzed individually. If any or all of the following conditions are met, the analyst proceeds to perform an analysis of each individual element identified.

    a. Can the element be purchased or obtained (borrowed) alone?

    b. Can the element be used alone, according to the author?

    c. Is the element a complete self-contained unit that could be used for other purposes not specified by the author?

    In the Narrative Description of the element, the first paragraph gives the reader the necessary information about the element by stating: "This (element) is a part of (multi-element title)..." In addition to this, the last paragraph should provide the reader with cross-reference information about the Document Number in the PMIC file of the larger multi-element material. Conversely, when a multi-element material is also analyzed into its component parts, the listing of the components appears following the Narrative Description and should contain the PMIC Document Numbers that have been assigned to each element.

4. Elements within a multi-element material should not be analyzed individually if any of the following conditions are met:

   a. The element is a version of another element in a different medium (i.e. transcript of a tape, script of a film, etc.).

   b. The element is a translation of another in a different language or dialect.

   c. The author specifies that the element was produced and meant to accompany other items and cannot be used alone (i.e. Manual for..., Guide to..., Overview of..., etc.).

   d. The element is a summary, short description, version, or overview of a larger, more complete material.

The last section of the Information Sheet lists all the elements that belong to the material.

Example:

This program is composed of:

1. One textbook, Home Management
2. Teacher's Guide to Home Management
3. Wall Chart
4. Scale Model of a House
5. 30 Student Home Management Booklets

This packet is composed of the following items:

1. Booklet on Child Abuse
2. State by State Directory of Parents Anonymous
3. Child Protection Bill
4. Annotated Bibliography

VII. SPECIAL REQUIREMENTS FOR VISUAL MATERIALS

A special purpose guidelines to code ethnic and sex role representation is used to analyze all visual materials. This is to be done in addition to the standard analysis procedure and requires a separate coding form entitled "Ethnic and Sex Role Coding Guidelines".

a. Coding

   1. A single coding sheet should be used for an entire package or film. In those cases where there is more than one film or filmstrip per package, use only one code sheet for the entire package.

2. When the material is of sufficiently short duration, raw occurence counts should be used to answer the question. For longer materials where it may be impractical or unfeasible to count, estimates may be used. If there is any doubt as to the validity of the estimate, raw occurence counts should be substituted.
3. The code sheet should be completed even in cases where individual questions are not applicable to the material. For example, if only Anglos are represented, questions two, four, and five on the Ethnic and Sex Role Coding Guidelines will be inapplicable. Write "N/A" next to the question.
4. Where it appears that the answer to a question may be misleading or require expansion, the analyst should add a short sentence explaining this on the back of the code sheet.

5. Fill out the code sheet by observing the film/filmstrip and using the definitions of terms provided on the code sheet.

b. Ethnic and Sex Role Descriptive Paragraph

Write a summary paragraph placed after all other information on the Information Sheet which describes the results of the Ethnic and Sex Role coding.

A sentence or a sentence clause should be devoted to the following topics:

(a) the percent of ethnic groups portrayed
(b) whether or not the material is biased or stereotyped
(c) differences or the lack of them across ethnic groups
(d) the percent of male and female representation
(e) differences between males and females or the lack of them.

For example:

Approximately 60% of the ethnic representation is Anglos, with Black comprising the remaining 40%. There is no obvious stereotyping, and there is no apparent focus on ethnic differences. Males and females are equally represented, although mothers are more frequently shown in nurturant roles than fathers.

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APPENDIX C

Brochure/flyer "More Help for Parents of Young Children"

Brochure/flyer "Questions About Kids"

Poster "Questions About Kids"

Special Purpose Letter Sample

Telephone Interview Schedule-Dissemination Awareness

Evaluation Form for Replication Sites

Parenting in 1977: A Listing of Parenting Materials announcement

Controlled Mass Communication--Journals and Newsletters

MORE HELP for parents of young children

In the months and years that have passed since you first became a parent, you've no doubt learned many things about the job of parenting. Parenting is one of the most important jobs that an adult can have, and (as you yourself have certainly discovered by now) it takes time and effort to be a good parent. But even more, adults need knowledge and special skills to meet the challenges of parenting.

Many community agencies realize this, and try to help by providing information and services to parents. Sometimes, however, it is hard to get the information to the people who need it. To solve this problem, a federally-funded project is trying to get more information about parenting to those who want it and need it.

(over)

The project is called the Parenting Materials Information Center, and it is located at the Southwest Educational Development Laboratory, in Austin, Texas. The Parenting Materials Information Center (or PMIC) realizes that many colleges, universities, publishers, and educational agencies have developed materials that can be used to help parents of young children. Books, pamphlets, filmstrips, special kits are available that can help parents gain skills and knowledge--if they know where to look.

The PMIC has studied a large sample of materials on the market. They have catalogued them, written descriptions of each item, and included the descriptions on printed Information Sheets. The PMIC has also developed a system for determining what materials might help someone meet their individual needs.

The PMIC is not a lending library, but it can help you discover 1) what materials exist that can help you meet the challenges of parenting, 2) what information is in these materials, and 3) where you can get them. You are welcome to use the materials in the Center and equipment is available for the use of audiovisual materials.

The PMIC is located on the 4th floor of the Southwest Tower building at the corner of 7th and Brazos and is open from 8 a.m. to 5 p.m. Monday through Friday. If possible, please call the PMIC at 476-6861 (ext. 355) before coming.

You can also use the PMIC model at the Austin Public Library at 401 W. 9th Street. It is located in the Children's Section on the lower level. Many of the materials described in the PMIC are available from the Library.

Content Areas Covered By Materials

FAMILY
Family Planning
Marriage & Alternatives
Paternal Role
Maternal Role
Home Management
Adoption
Twins & Only Child
Divorce
Death

PREGNANCY & BIRTH
Abortion
Prenatal Health & Care
Prenatal Development
Birth Process
Newborn Child

PARENTING
Parenthood
Communication Skills
Stepparenting
Single Parenting
Foster Parenting
School-Age Parents
Toilet Training
Religious Influence

PHYSICAL & SENSORY DEV.
Motor Skills & Coordination
Physical Growth
Sensory Development

SOCIAL & EMOTIONAL DEV.
Self Concept & Personality
Development of Conscience
Play
Learning & Motivation
Independence & Responsibility
Anger & Aggression
Fear & Anxiety
Jealousy & Envy
Love & Caring
Family Influence
Peer Influence
School Influence
Society Influence
Spiritual Growth

HEALTH & SAFETY
Routine Preventive Health Care
Drugs, Alcohol & Other
Chronic Health Problems
Childhood Ailments
Hospitalization
Nutrition & Foods
Safety
Home Safety & First Aid

SEXUAL DEVELOPMENT & ED
Sexual Development & Behavior
Sexual Role Identification
Teaching About Sex

LANGUAGE & INTELLECTUAL DEV.
Intelligence
Language Development
Thinking & Reasoning
Creativity
Bilingualism

EDUCATION
Educational Administration
Preschool Education
Elementary Education
Adult Education
Special Education
Bilingual/Migrant Education
Secondary Education
Home-Based Education

DISCIPLINE
Behavior Management
Methods of Discipline
Punishment
Encouragement & Reward

PARENT-CHILD ACTIVITIES
Arts & Crafts Activities
Make-Believe Activities
Motor Coordination Activities
Music & Rhythm Activities
Practical Activities
Sensory Activities
Social Activities
Verbal & Thinking Activities
Toys & Playthings
Television
Games & Recreation
Academic Activities
Math Activities
Reading Activities
Science & Social Studies Activities
Selection of Reading Materials
Homework

EXCEPTIONAL CHILDREN
Parenting of Exceptional Children
Identification
Causes & Prevention
Family Attitudes
Activities & Recreation
Health & Safety
Physical & Sensory Development
Language & Intellectual Development
Social & Emotional Development
Sexual Development & Education
Discipline of Exceptional Children
Cerebral Palsy
Chronic Health Problems
Emotional & Social Problems
Gifted Children
Hearing Impairment
Learning Disabilities
Mental Retardation
Speech Handicaps
Visual Impairment

PARENT/SCHOOL/COMMUNITY
Parent Involvement
Community Dynamics
Aides & Volunteers
Home/School Activities
Parent/Teacher Conference
Mental Health & Counseling
Group Training
Social Service Programs
Ethnic/Cultural Awareness

CHILD ABUSE
Reporting & Laws
Prevention & Treatment

The Parenting Materials Index could be the answer.

Now there's a way for you to learn more about being a parent, and it's free. It's called the Parenting Materials Index, and it enables parents to find materials that can help them rear their children.

The Index contains descriptions of over 1700 available materials: descriptions that tell you who publishes them, how to order them, and what information they contain.

Using a simple system, you can find out how to get helpful information on topics ranging from discipline to sex education to child abuse. The Index has catalogued materials such as filmstrips, films, books, and booklets which focus on several areas. These include pregnancy and birth, child development, exceptional children, parent-child activities, adoption, divorce, single parents, and many more.

Won't you come by and see what the Index has to offer? The Parenting Materials Index can be a great help to parents, teachers, counselors, and others who work with parents and children.

The Index is located at

THE PARENTING MATERIALS INDEX

Produced by Southwest Educational Development Laboratory and supported by funds from the National Institute of Education.

Questions about kids?

The Parenting Materials Index could be the answer.

Now there's a way for you to learn more about being a parent, and it's free. It's called the Parenting Materials Index, and it enables parents to find materials that can help them rear their children.

The Index contains descriptions of over 1700 available materials: descriptions that tell you who publishes them, how to order them, and what information they contain.

Using a simple system, you can find out how to get helpful information on topics ranging from discipline to sex education to child abuse. The Index has catalogued materials such as filmstrips, films, books, and booklets which focus on several areas. These include pregnancy and birth, parent-child activities, single parents, and many more.

Won't you come by and see what the Index has to offer? The Parenting Materials Index can be a great help to parents, teachers, counselors, and others who work with parents and children.

The Index is located at

SPECIAL PURPOSE LETTER

We would like to bring to your attention the Parenting Materials Information Center (PMIC) which is housed at the Southwest Educational Development Laboratory* in Austin, Texas. The purpose of the PMIC is to gather, analyze, and disseminate information about parenting materials, programs, and resources. The emphasis of the Center is on the knowledge and skills involved in basic child care principles and practices. It is the only project of its kind in the United States and is a valuable resource for parents, pre-parents, child care training classes, counselors, and teachers.

Materials in the collection, which include books, filmstrips, cassettes, programs, etc., cover the areas of parenting, child development, education and educational programs, and parent-school-community involvement. Also included are materials on exceptional children and materials with a multicultural/multi-ethnic focus.

Those in your profession are keenly aware of the need for adequate training of parents and professionals and paraprofessionals who work with parents and children. The PMIC offers several services free of charge which you may wish to incorporate into your program.

1. Information About Resources for Training Child Care Personnel. The Center contains recent materials on all aspects of child development, including social and emotional development, physical and sensory development, sexual development and behavior, language and intellectual development; and child care, e.g., discipline, and health and safety.

The PMIC has a number of filmstrip and cassette packages covering the above areas. These may be used at the Center or borrowed on a limited one-day basis.

2. Program Resources. The Center has a section on activities for children which includes materials on arts and crafts, games, musical activities, social activities, etc. This area is an excellent resource for expanding or initiating activity programs. There are also areas which contain information on inter-group relationships and training, and which may be used in establishing or facilitating program operations. The section on parent involvement and working with parents will be useful in staff-parent relationships.

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*Founded in 1966, the Southwest Educational Development Laboratory is a private, nonprofit corporation contracting with the National Institute of Education to do educational research and development.

3. Resources for Parents. There are also sections specifically directed to parents and/or pre-parents. They focus on the family, covering single parents, school-age parents, divorce, etc.; on pregnancy and birth, prenatal health and development, newborns; and parenting, including parent-child relationships and communication, parent-parent relationships, toilet training, etc. You may wish to refer your parents to the Search Request Form in the brochure for their information needs.

4. Parenting in 1977: A Listing from PMIC. A listing of materials by subject areas will be published by late summer 1977. The listing will be available for cost and will provide an excellent overview, complete with publisher and ordering information, of the more important materials on parenting, parent involvement, and parent education available in the U.S.

5. Information through the Mail. If you are not able to visit the Center in Austin, you can request information about materials by completing the Search Request Form in the enclosed brochure.

The address and phone number: Parenting Materials Information Center
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, TX 78701

(512) 476-6861

TELEPHONE INTERVIEW SCHEDULE-DISSEMINATION AWARENESS

Hello, my name is ________________________ and I'm calling from the Southwest Educational Development Laboratory in Austin (Texas if out-of-state call).

1. Did your office recieve a letter and some brochures describing the Parenting Materials Information Center? (Green flyer)

   Yes______ No______

   If no: Do you know about the Center? (Describe Center and ask if they would like brochures)

2. Do you still have them? No______ Yes______

   If no: What were the reasons why you decided not to keep them?

   ____

   ____

   ____

3. Do you intend to use them? No_____ Yes______.

   How do you intend to use them? (display, hand out)____________

   ____

4. Do you have any left? No______ Yes_____, How many?__________

5. What do you think of the idea of a PMIC here in Austin? (Do you think that your patients might use it?)

   ____

   ____

   ____

   ____

6. Would you like more brochures? No_____ Yes______ Number_____

Name of contact______________________________________

Telephone__________________

Evaluation Form for Replications

DATE ______________________

SITE ______________________

TESTING OF PARENTING MATERIALS INDEX
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY (SEDL)
AUSTIN, TEXAS

1. In the space below, please (1) list the major program/project activities of your agency, (2) briefly describe the main function/purpose of each and (3) indicate the different clients each serves. Where possible please indicate particulars about clients i.e., parents, ethnicity, low SES, etc.

Activity	Purpose	Clients served

2. Please state what were the 3 main reasons why your agency agreed to participate in testing the PMI.

a. ______________________

b. ______________________

c. ______________________

3. In the space below, please (1) check the kinds of publicity used for the PMI, (2) indicate the intended audience for each type of publicity

Kind of publicity	Did you use? Yes	No	Intended audience for publicity
Brochures/posters			
Letters			
Newspaper articles			
Other			

4. Briefly describe the location where the PMI is set up.

____

____

____

a. What other activities take place at this location?

____

____

b. Is there any tie-in between the PMI and the other activities held at the location? Yes____ No____ If yes, please explain.

____

____

5. Describe the purposes for which the PMI is currently being used.

____

____

____

6. Describe your intended users.

____

____

____

7. PMI Introduction activities

a. How many sessions were held to introduce the PMI? ____________

b. How many people attended these sessions? ____________

c. What types of people attended them (e.g. parents, teachers) and what percentage of all persons introduced to the PMI did each type represent?

Type	Percentage
____________________	__________
____________________	__________
____________________	__________
____________________	__________

8. Who is responsible for assisting users with PMI? (Give role of person in your agency.)

____

a. How many hours a week does this person spend in PMI-related activities?

__________hours

b. Do any other staff members devote time to PMI activities? Yes____ No____
If yes, who and how much time?

____

____

9. Describe any problems you have had with the following. Please comment on your solution to these problems.

Area	Problem		Problem solution
	Yes	No	
Staffing of PMI			
User's handbook			
PMI search form			
Dictionary/ Operator's manual			
Information sheets			
Backlighted stand			
Plastic cards			

a. According to your records, how many people have used the PMI? __________
Describe the types of people who have used the PMI.

____

____

____

b. What has been the reaction, in general, to the PMI by users?

____

____

10. Do you have any parenting materials available at your agency? Yes____ No____
If yes, briefly describe their number and type.

11. Has your agency purchased any parenting materials as a result of using the PMI? Yes____ No____ If so, what materials?

12. In what ways, intended or unintended, has the PMI benefitted your agency and/or clients?

NEW FROM PMIC

PARENTING
IN 1977:
A Listing of Parenting Materials
DIVISION OF COMMUNITY AND FAMILY EDUCATION
Southwest Educational Development Laboratory
Austin, Texas

Parenting in 1977 is a listing of 3,700 materials dealing with Parenting/Parent Education/ Parent Involvement for parents and those who work with parents. The types of materials listed include books, booklets, audiovisuals, multimedia, periodicals, etc. Each entry contains the title of the material , author, copyright date, number of pages, price and ordering information.

The listing is divided into the following subject areas: Pregnancy and Birth; Parenting; Family; Parent-Child Activities; Discipline; Health and Safety; Language and Intellectual Development; Physical and Sensory Development; Sexual Development and Education; Social and Emotional Development; Child Abuse; Parent/School/Community Involvement; Education and Educational Programs; and Exceptional Children.

Parenting in 1977 is an updated and revised version of the *Parenting in 1976* listing and contains many new materials with up-to-date prices and addresses. This listing is one of the products of the Parenting Materials Information Center (PMIC) of the Southwest Educational Development Laboratory (SEDL) and is funded by the National Institute of Education.

PRICE—$5.00. ALL ORDERS MUST BE PREPAID. Please make check or money order payable to SEDL and mail the attached coupon to:

SEDL-PMIC
211 East 7th St.
Austin, TX 78701

Please send me ______ copy(s) of *Parenting in 1977: A Listing of Parenting Materials* @ $5.00 each.

Enclosed is a check or money order for $ __________ made payable to SEDL.

Please print or type.

NAME ____

ADDRESS ____

CITY ____________________ STATE ______________ ZIP __________

CONTROLLED MASS COMMUNICATION
Parenting in 1977 News Releases

Name	Coverage
The Advocate, Newsletter of the Austin Association for Retarded Citizens	Local
Education for Parenthood Exchange, Office of Child Development, DHEW	National
Agency for Instructional Television Newsletter	National
Apropos, National Center on Educational Media and Materials for the Handicapped	National
The Prevention Resource Bulletin, National Institute on Drug Abuse	National
Day Care and Child Development Reports	National
The Exceptional Parent	National
Apple Pie, Center for the Study of Parent Involvement	National
Voice for Children, The Washington Leadership Conference	National
Citizen Action in Education	National
Journal of Educational Communication	National
The Family Coordinator	National
Family Life: Literature and Films	National
Journal of Marriage and the Family	National
Children's House	National
American Baby Magazine	National
The U.S. Journal of Drug and Alcohol Dependence	National
Young Children	National
ERIC/ECE Newsletter	National
Education Daily	National
Early Childhood Project Newsletter	National
Today's Child News Magazine	National
P.C.P.I. (Parent Cooperative Preschools International) Journal	International
Birth and Family Journal	National
inCITE, Coordinating Information for Texas Educators	State
The Red Letter, Newsletter of the College of Education, Texas Tech University	State
Caring, National Committee for Prevention of Child Abuse	National
Union College Character Research Project Newsletter	National
National Child Protection Newsletter	National
The Austin Directory, Supplement to the Austin American Statesman	Local
Child Welfare League of America, Inc. Newsletter	National
Impact, Texas Dept. of MH-MR	State
Exchange, Bulletin of the Child Welfare Resource Information Exchange	National
Texas Child Care Quarterly	State

Name	Coverage
Home and School Institute Newsletter, Trinity College	National
Exceptional Children, Council for Exceptional Children	National
Pittsburgh Area Preschool Association Publication	Regional
NACSAP Newsletter, National Alliance Concerned with School-Age Parents	National
Journal of Research & Development in Education	National
Idea Exchange, LINC Leadership Development Program	National
The Black Child Advocate	National
Teachers College Record	National
Education U.S.A. Newsletter	National
Work, Inc. Newsletter	National
School Counselor, American School Counselor Association	National
Children's News from the Childcare Switchboard	National
Kaleidoscope	National
Newsline, National Center for Law & Handicapped	National
Parent's Magazine	National
ACLD Newsbriefs	National
National CPS Newsletter, American Humane Association	National
Marriage, Divorce and the Family Newsletter	National
Report on Preschool Education Newsletter	National
Today's Education, National Education Association	National
Childhood Education	National
National Foundation for Sudden Infant Death Newsletter	National
Leaders Alert Bulletin, National March of Dimes Foundation	National
Day Care & Early Education, Human Sciences Press	National
Frontiers, Parents Anonymous	National
Children Today	National
Journal of School Health	National
The Single Parent, Parents without Partners, Inc.	National
Child Abuse & Neglect Reports, Office of Child Development	National
Cartel	National
Closer Look	National
Texas Health Bulletin	State
Texas Dept. of Public Welfare	State
NOTES, Texas Learning Resource Center	State
Journal of Home Economics	National
Child Development, University of Chicago Press	National
Child Study Journal	National
Early Child Development and Care	National
Elementary School Guidance & Counseling	National
Elementary School Journal	National
Gifted Child Quarterly, National Association for Gifted Children	National

Name	Coverage	Name	Coverage
Journal of Family Counseling New York Family Counselors, Institute	National		
Network Newspaper, National Committee for Citizens in Education	National		
NAEB Newsletter	National		
Texas Child Care Reports	State		

APPENDIX D

October, 1977

Ann Brooke

Consultant Reports

REPORT ON LIBRARY SCIENCE ASPECTS OF THE PMIC

I. DISSEMINATION

Although dissemination was listed last among the aspects of PMIC with which you are concerned, I put it first because I consider it central. The Center has a great deal of potential value because it deals with a new area of concern (an area with rudimentary bibliographic control) and deals with it from a very practical aspect rather than duplicating research-oriented services such as ERIC. It should fill a need for teachers, workshop organizers, social welfare agents and so on. The collection and its arrangement are basically sound and functional. However, little organized effort seems to have been made to see that the Center is used.

There is a basic discrepancy in trying to run a service from a product-oriented institution such as SEDL. Many of the problems and ambiguities arising from this situation would be alleviated if the PMIC was seen as a management center and a distributor of a service to other agencies, and not as a public service point. In other words, your efforts would be best spent on replicating the center in other locations where it really can act as a public service. Until this has been achieved certain changes will make the PMIC more efficient in its present location, but unless this potentially very valuable project becomes much more widely available, one has to ask the question "Is it worth it?". The recommendations contained in this report are aimed at improving ease of access to materials in the collection and routines involved in its maintenance, but I would like to emphasize again that the time spent in developing an excellent tool will be wasted if it is not widely disseminated and used.

A. Audience

The PMIC is intended for professionals and parents according to the brochure. Because of its location, staffing patterns, and retrieval methods, and most of all because it produces data rather than documents, I consider it unsuitable for wide public use. Most parents with an immediate problem want an immediate answer, not a bibliography. They are much more likely to approach a friend or their doctor than to contact an information center. The PMIC's value is educational and preventive, not therapeutic, and it is therefore suited to use by intermediaries rather than individual parents. To make it accessible to parents you would need to turn it into a lending library, and this would change its nature altogher. To act in the capacity of lending library would be an appropriate function for Indexes replicated in libraries or community centers, but the central PMIC should act as a processing and management center and as a facilitator for local Indexes. Until there are a number of Indexes with public access, the central PMIC will of course have to provide service as well, but I think you should aim at making the local Indexes the actual service points.

Recommendation: Define your audience more precisely and concentrate on publicity aimed at that particular group. Limit your intended audience to "facilitators" -- to professionals who are able to take the data you provide and turn it into something useful to their local communities. This is not to say that parents writing for help will not receive service, but that your time, energy and money will be directed to a larger audience.

B. Publicity

Information services are not as essential as supermarkets; unless they are advertised they won't be used.

Recommendations: (1) Identify outlets for publicity and contact them systematically. Some possibilities are state and local agencies, public libraries, churches with outreach programs, baby clinics, school districts, PTA's, day care centers and other groups working with parents. Send the conducting mail searches, PMIC staff have started to keep a notebook recording the document numbers of some of the best items available on specific topics. It seems that time and effort could be saved by incorporating these two activities.

Recommendations: (1) Searches should be made to identify a few of the best materials available on various topics, using the content terms listed on the search forms as topic headings. About one-third of these topics have already been uncovered in the course of performing mail searches, so this task would not be as onerous as it sounds. If necessary, the most popular topics could be covered in the first year and the remainder added later. (2) The bibliography should be reprinted listing only those materials identified in step 1 above. Since each Information Sheet includes an annotation describing the particular item, it would be necessary only to have the computer print out authors, titles and annotations for those documents chosen. You would then have a selective, annotated list arranged by topic--a very useful publication. (3) The list of content terms, as they appear on the Search Form, should be used as the Table of Contents for the bibliography.

II. PHYSICAL FACILITIES

The Center itself is quite attractive, but it is difficult to find and suffers from one of the basic defects of many public service agencies, in that a person walking in for the first time is unable to identify the initial service point and feels immediately ill at ease and confused. There is a noticeable absence of directional signs throughout SEDL, and perhaps this is a policy decision. Nevertheless, if a service is offered, it must be made easy for users to find it.

Recommendations: (1) A sign should be posted near the elevators directing users to the PMIC. (2) An identifying sign should be hung at the brochure to these places--or better still send a staff member to talk to them--and stress the advantage of the PMIC as a resource for counseling and discussion groups. (2) Identify conferences and meetings dealing with parenting. Get on the agenda to talk about the PMIC, and see that information about the service is distributed to all participants.

C. Replication

One of the aims of the PMIC is that it be easily replicated. Again, there is little point in having a whole network of Indexes unless they are used.

Recommendations: (1) A major effort should be made to replicate Indexes at locations where they can serve as a true public service. This may present funding problems, and will certainly mean a large scale publicity campaign, but it seems crucial to have the center operating from many different service points if it is going to have real public value. (2) Encourage any agency or institution installing the Index to make sure that it is staffed properly (or make it a condition of replication).. Wherever the Index is available, there should be someone present to help users when they require it. (3) Provide signs and handouts to accompany the Index, and encourage agencies installing it to put it in a high-traffic, public service area, not hidden in a corner without so much as a sign to indicate what it is. (I use the children's room at the Austin Public Library often, and was not aware that the Index was available there.)

D. Parenting in 1976: A Listing from PMIC

The bibliography Parenting in 1976 was apparently very popular, but took an inordinate amount of time to compile. I suspect its popularity was due to the scarcity of bibliographies in this field, since the real usefulness of an unselective, unannotated bibliography is negligible. In entrance to the Center--perferably facing north/south so as to be visible to someone entering the corridor. (3) A large sign should be posted on the south wall behind the light stand and card holder saying "This is the Catalog for materials in the PMIC collection. If you need help, ask at the desk opposite the entrance." (4) Small but visible signs should be posted above each section of the shelves identifying the subject area covered (Family, Child Abuse, etc.).

A. Arrangement of material on Shelves

Classification by format: The present system of arranging materials according to whether they are printed, audio-visual or instructional makes it necessary for the user and the management to be aware that the item they need could be in one of several locations, and to make a decision as to which location is the most appropriate. Classification by format has some small advantages to the user but becomes increasingly inconvenient as a collection grows. The current system has little integrity anyway, since noninstructional A-V materials are separated from packages, and some printed instructional materials are with the books and pamphlets.

Recommendation: All items in the colleection should be integrated into the appropriate subject section. Although this makes pamphlets somewhat difficult to find, and splits up the Parents' Magazine filmstrips, it will result in greater ease of access for the [illegible]r, and allow for future expansion of the collection. You might consider installing slanted shelves on the north-east wall to display recent acquisitions and add to the relaxed atmosphere of the Center.

B. Classification by Broad Subject

Arranging materials according to broad subject category apparently works well at present. If the collection grows much larger you may find this system less practical. The chosen categories have been refined this year to reflect the content of the collection more accurately; if it becomes necessary to change the categories again it may prove more trouble than it is worth to maintain this system.

Recommendation: (1) Continue the system of shelving materials by broad subject category for another year. If the categories appear to be sufficiently flexible and accurate, continue this system. If not, integrate the entire collection and shelve in order by document number rather than spending a lot of time reorganizing into other categories. (2) Arrange subject categories on the shelves in the same order as that recommended for the Search Form (see IV. 5). The user interested in browsing gravitates automatically to the shelves on the south wall, so these should house the materials that are most in demand.

III. SOURCES OF INFORMATION FOR MATERIALS

A subject expert would be more likely to know of sources than I. From the viewpoint of someone concerned with using all available methods for obtaining information, I can only suggest the following (many or all of which you may already be doing).

1. Have the PMIC put on the mailing list of as many agencies or organizations in the field as you are able to identify. The other Early Childhood Program sections should have some contacts.

2. Follow up all leads identified at conferences and meetings (names of individuals, publishers, other centers dealing with parenting or related subjects, funding sources for parenting programs).

3. Be on the mailing list for all appropriate publishers.

4. Check the standard library sources: Books in Print, Forthcoming Books, Library Journal, ERIC's list of new titles, Education Index and

Readers' Guide for periodical articles, and in your case popular magazines such as American Baby and Parents' Magazine.

5. Check the Public Library catalogue periodically to see what they have on the subject.

6. Looking in local bookstores is one of the best ways to keep up with what's new. (Make a friend at Austin News and have her/him notify you when something comes in that might interest you. Try calling Catherine Clyde there and see what she can do).

7. Keep in close touch with other groups around the country that are working in the field.

With any subject that is new there has to be a certain randomness to the identification of sources. I would suggest some kind of rough timetable--check the Public Library every six months; write to other parenting centers once a year to see if they have a listing of new materials; keep a list of publishers' names and check it off as you receive their current catalogue--follow up on any you don't receive. Your own Parenting bibliography is the first step in systematizing collection development.

IV. THE INDEXING LANGUAGE

In general, the indexing language seems to strike a balance between technical and lay usage, and to be fairly well cross-references. Coming to the Center as a user, I found the descriptor dictionary easy to use. A few terms I did not find listed were "violence," "fantasy," and "friendship"; these topics were found under substitute terms, but a less sophisticated user may not think to look under "peer influence" to find out about a child's relation with his friends.

As you are aware , in designing an index there is a choice to be made between analyzing documents in great detail (which is very time consuming for the indexer) and analyzing them by broader subject (which increases the user's chances of retrieving irrelevant documents). Your system seems to fall somewhere between the two and to be somewhat inconsistent--for instance, terms dealing with emotional/social development tend to be broad, while those dealing with health are extraordinarily precise (psoriasis, snakebite).

Considering your audience and the use to which these materials are likely to be put, you should probably concentrate on using fairly broad terms. On a trial run involving 20 items, I found 30 percent to be relevant and 30 percent of marginal utility or irrelevant. If I were a researcher this would probably not be an acceptable ratio, but as a layman and parent, it was okay--even the marginal items were of some interest to me.

Recommendation: While it is difficult to make suggestions for systematic cross-reference, an effort should be made to include the lay equivalent for each technical term ("friendship" as well as "peer influence."). Broad categories should be chosen in preference to very specific ones.

A. Broad Subject Categories

Some of the subjects listed on the search form bear little if any relation to parenting. It seems unlikely that anyone would come to the PMIC to find a cure for diaper rash, or to read about Indian art in the Southwest. Historically there may have been a reason for incorporating these topics but the inclusion of such peripheral material detracts from the value of a special collection such as this.

Recommendations: (1) Eliminate the category "Childhood Ailments." (2) Eliminate all cultural or sociological material on various ethnic groups ("Ethnic/Cultural Awareness"). Materials which deal with the family behavior of specific ethnic groups should be included as a subsection of the category "Family" (maybe as "Families in particular cultures").

Materials dealing with prejudice and racism should be included under Parent/School/Community Involvment and Social and Emotional Development. These materials can be located easily by using the Primary Target Audience ("Black Parents", etc.) terms as modifiers. (3) Eliminate the category "Education and Educational Programs." Those materials relevant to parenting can be incorporated satisfactorily into other categories; most of the materials in this section can probably be discarded. (4) Cross-reference "Family Planning" under "Pregnancy and Birth." (5) Rearrange the order in which broad subjects appear on the Search Form so that it reflects the popularity of each subject (as shown by the number of requests received in each area), and so there is some apparent logic to the arrangement. The following order is suggested:

Family
Parenting
Parent-Child Activities
Pregnancy and Birth
Discipline
Social and Emotional Development
Language and Intellectual Development
Physical and Sensory Development
Sexual Development
Health and Safety
Child Abuse
Exceptional Children
Parent/School/Community

The same order should be followed in arranging materials on the shelves (see II.B.2).

V. INFORMATION SHEETS

Nearly all the PMIC's printed materials would benefit from more underlining, indentation, use of uppercase and subheadings. This is true of the Information Sheets. Although basically they are fine, they would be much easier to read if minimal changes were made to give more definition to the format (see enclosed copy as an example). I though the arrangement made good sense and the content of the sheets was all very helpful to me as a user. I particularly like the inclusion of chapter headings, and thought the narrative description could serve as an addition to your annual bibliography (see I.D.).

VI. THE OPTICAL COINCIDENCE RETRIEVAL SYSTEM

The system itself seemed an excellent choice for a small, highly specialized collection such as this. It is simple to use and combines some of the advantages of browsing with the convenience of an automatic retrieval system. Most of my recommendations involve the printed materials used with the system.

Recommendations: (1) Get a new ruler or have the present re-adjusted. When I used the system the instructions were clear but I couldn't align the ruler properly, and got the wrong number 40 percent of the time on a trial run involving 20 retrievals. This is far too high a degree of error and ought to be corrected. (2) The dictionary of terms needs a preface detailing what it is and how to use it, and explaining the use of cross-references.

Instructions for Use (the small green booklet)

Layout and format are fine, and the illustrations indispensable. There are a few ambiguities that need clarification. (see attached booklet).

Recommendations: (1) Have title on cover read HOW TO USE THE PMIC so the user will know what the booklet is for. (2) In Step 1, the relation

PMIC INFORMATION SHEET

Format Book, Reports and Papers
Age Level Infancy, Preschool Age, School Age, Adolescence, Adulthood
Primary Target Parents of Exceptional Children, Nonteaching Professionals, Special Education Teacher
Cost $8.95

DOCUMENT #1313
MATERIAL #01 0885
SHELF CODE EX

TITLE HELPING THE RETARDED CHILD

AUTHOR Sol Nichtern, M.D.

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PUBLISHER Grosset and Dunlap, Inc.
51 Madison Avenue
New York, New York 10010

Narrative Description

The book, Helping the Retarded Child, defines retardation as a developmental variation. It addresses family members, government officials, and professionals confronting the problem. The author advocates a compassionate, societal effort to attempt to "modify differences or transform deficiency into potential."

The material first covers normal human development from conception, then defines various disturbances, and finally discusses numerous forms of intervention which the author believes can help the retarded child.

Contents: Page

Foreword
1. The Anguish of Retardation 1
(The interrelated tragedy for parents, family, community and society.)
2. Historical Perspectives 11
(History of society's views and treatment of retardation from primitive to modern times.)
3. Concepts of Retardation 30
(History of the professional community's attempts to define and identify the characteristics of retardation beginning with the nineteenth century.)
4. Early Stages of Human Development 38
(Conception through birth and the opportunities for retardation.)
5. Infantile Development 59
(Physical and psychosocial development during the first two years of life.)
6. Later Stages of Human Development 86
(Overall development from infancy through old age.)
7. Disturbances of Human Development 113
(Overview of causes and effects of disturbances of normal developmental progression; includes a dictionary of retardation terms.)
8. Early Interventions 137
(Prevention of retardation through pre-pregnancy genetic counseling and optimum health care, such as protection from malnutrition and radiation; teaching the retarded to relate to the surrounding world.)
9. Later Interventions 155
(Teaching the retarded to cope with the daily demands of his/her special form of development--feeding, resting, movement, self-care, socialization, play, school, work.)
10. Special Interventions 210
(The broad range of specific treatments and resources available to parents--diagnostic procedures, vision, hearing, balance,

face, mouth, nose, nervous system, neuromuscular system, metabolic and endocrine system, genitourinary system, sex, pharmacotherapy, behavior modification therapy, music and dance therapies, language and speech, reading, writing, arithmetic, psychotherapy, parent counseling, parent organizations, community resources and programs, residential care, legal rights.)

Bibliography 271
Biographical Note 276
Index 277

The 289-page, hardbound book includes a foreword, ten chapters, a bibliography, a biographic note and an index. Subheadings are used in some chapters.

The reading difficulty level is high.

between content and category terms needs to be stated. (3) In Step III, the location of the switch on the light stand needs to be indicated. (4) There needs to be an explanation of how to find materials in the PMIC. This could be Step VI, and "Getting Help", Step VII.

VII. MAIL SEARCH PROCEDURE

A. The Brochure and Form

The format of the brochure is very attractive and the contents easily read. The following suggestions incorporate features of both the old and new brochures.

Recommendations: (1) Use more examples--for example, paragraph 2 of "The Basic Plan" should be followed by "e.g., someone planning a workshop on drug abuse for parents of junior high school children can obtain a list of books, films, pamphlets and teaching packages dealing with this subject at an appropriate level". (2) Although availability by format is indicated on the search form, it needs to be explained in the text. Especially, the meaning of "instructional material" needs clarification. (3) "The System and How It Works" seems unnecessarily detailed. A user coming to the Center needs to know what a descriptor is (and can find out when he gets there); a mail search user does not need to know this. I would suggest refining this section to say only that materials are analyzed according to subject and an Information Sheet prepared on each item (see attached brochure). (4) The older brochure is much prettier than the new one. If possible I'd keep the glossy paper and some photographs.

The Search Request Forms seems self-explanatory (as long as availability by format has been explained elsewhere).

Recommendations: (1) State whether the price indicated is for each item, or total cost for all items. (2) For staff purposes, you need to know the date by which information is needed, as well as the purpose.

B. Responding to Requests

There seems to be a variable time lag between the date a search request is made and the date the Information Sheets are sent out. Some compromise needs to be made between inconvenience to the staff (doing each request as it comes in), and inconvenience to the user (having to wait for up to three weeks for an answer).

Recommendations: (1) Requests should be batched and answered once a week (and urgent requests immediately). Any greater lag is unnecessary and reflects on the value of the service. This is, as you point out, a "how to" collection rather than a research collection, and as such its users' needs can be assumed to be of a more or less urgent nature. (2) My first reaction to the notebook in which staff keep a record of popular requests was that it is a waste of time. After all, the object of the Optical Coincidence System is quick and easy retrieval. However there is a use to which this notebook could be put which would doubly justify its existence (see I.D).

VIII. THE RECORD-KEEPING SYSTEM

At present there are five access files involved in maintaining the PMIC collection--the accession list (filed by material number); the card file (by title); the Information Sheets master file (by document number); the Information Sheet rough draft (by document number) and the Code Sheet master file (by document number). There are nine classifications for sorting materials by format (books, AV materials, papers, etc.), each of these having a separate numbering sequence.

The original reasoning behind this system is no longer valid, nor does it serve any practical use. There is no point in knowing the exact number of books you have in relation to the number of bibliographies unless the funding agency requires this information. The content of the material is more important than the format, and the format is in any case recorded on the Information Sheets for those users wishing a particular medium. If recordkeeping is simplified at this early stage later problems will be forestalled, and unnecessary work eliminated. The Center has minimal staffing and would benefit from any reduction in clerical work. Also, the more eccentric the system the more difficult it is to train new staff. When I spoke to PMIC staff about changing the system, the initial reaction was that there were reasons for maintaining each of these files, but the considered reaction was that the reasons in some cases did not justify the work involved.

Recommendations: (1) The material number now in use should be discarded and the document number used for all management purposes. The material number is not necessary and its use introduces an extra step into the classification routine. Each document should be inspected as it arrives and if it is to be kept for the collection should be assigned document number, and have a title card made for it. Items that have been coded and those that have not should either be kept in two separate files, or interfiled and tagged in some way. If an item is later judged unsuitable for the collection its document number can simply be reassigned. (2) The categorizing of materials according to format should be discontinued (the 01--09 categories). (3) If it cannot already do so, the computer program should be capable of retrieving items by document number, title, and author. This should be a simple task and would allow for expansion and possible future changes in the system. (4) Shelf codes should be written out in full on the title cards--the abbreviations that have been used in the past are not all self-evident. (5) The slight safeguard which it provides does not warrant the maintenance of the Information Sheets rough draft file; it could be discarded.

(6) You could consider using a copy of your order form as a title card--that is, each time an item is ordered a copy of the order form would be filed by title (replacing the existing card file). This would save typing the same information twice, once on the order form and once on the title card, and would give you a record of what is on order as well as what has been received. Whether this is possible would depend on your purchasing routine.

Following these recommendations would make it necessary to maintain only three files: Master file by title, Information Sheet file by document number, and Code Sheet file by document number.

IX. TRAINING MATERIALS

Recommendations: (1) Start with a statement on purpose of the PMIC so coders will know why they are doing this processing, and for whom it is intended. (2) Follow with a statement of objectives of materials processing ("--to assist the potential user in making decisions about the material's usefulness for his own specific needs") and then go on to discuss the reasons for analytical rather than evaluative description. (3) The training material would benefit from greater use of subheadings, and putting steps to be followed, or descriptions of categories, into numbered lists wherever possible. These changes have been indicated on the attached sample. (4) There is rather a lot of jargon in the material (library science terms). Unless all your processors are librarians, I would either simplify the wording or add a glossary. (5) When discussing the assigning of descriptors to materials (p. 6 of the training guide) more stress should be given to the necessity of offering a choice of descriptors to the user, and to including terms likely to be used by the layman as well as more technical terms. (6) Some of the elements in the training material differs (for instance, the explanation of what 'Title' means on p. 3 of the Training Guidelines is much less complete than that on p. 7. This is true also of the explanations for 'Author' and 'Reading Level'). For consistency, they should be the same. (7) Are the Code Sheets and Information Sheets processed at the same time and by the same person for each item received for the collection? If not, they should be so as to avoid any discrepancies in the analysis.

Consultant: George Stanford
Subject: Evaluation of PMIC
Date: October 18, 1977

CONSULTANT REPORT

I was asked to evaluate the Parenting Materials Information Center (PMIC) because of my experience in the design and delivery of educational interventions in parenting and other aspects of family life. Consequently, this report is written from the perspective of a present and future user of PMIC products and services. This report is the result of a one day review of the PMIC conducted on October 13, 1977.

After a brief introduction to the library and optical Coincidence Retrieval System, I spent approximately two hours using the system. I found the small instructions booklet to be clear and concise. As a frequent user of library systems, I found my way through the process with ease. However, the retrieval process seems best buited for agency and program personnel, rather than for parents in general. While many, if not most, parents would master the system in a matter of minutes, some would have considerable difficulty. The system *appears* at first to be more complicated than it is. In places where it is not possible to provide librarian assistance, a cassette-filmstrip (or slide show) machine could demonstrate a person using the system.

The materials indexed seemed quite comprehensive. Perhaps for the general user they would be somewhat overwhelming. However, the retrieval system allowed me to select exactly what I was looking for in the format that I had in mind. The ability of the system to narrow down the selections is perhaps its most advantageous feature. Also, I found the wording used in the indexing process to be quite appropriate for all intended users.

After identifying eight or ten resource numbers from the optical scanning board, I looked for descriptions of the materials in the catalog of information sheets. I found the sheets to be quite informative. However, by the time that I had read through eight to ten sheets, I had difficulty remembering facts about most of the materials. I had to look up several sheets several times, since I did not want to take the time to make lengthy notes so early in the retrieval process. While individual information sheets are available at the PMIC, I understand that they are not necessarily made available at other sites. I wanted copies of a number of the sheets, and think that low cost provision of the sheets at all sites would be a considerable addition to the program. Numbers of sheets purchased by users would be a simple way to track consumer interest in the materials.

Consumer interest in various materials is one type of evaluative data that could help other consumers with their selections. I noticed that the instruction booklet for PMIC staff that catalog and describe materials did not cover evaluation of the materials. Indeed, it would be impossible and perhaps inappropriate for PMIC staff to evaluate the materials for consumers. Since the PMIC User Questionnaire identifies users by name and address, a follow-up could be conducted to obtain consumer evaluation of the materials used. Also, it may be possible to arrange for professionals at sites employing the Parenting Materials Index or making frequent use of the mail search to evaluate frequently used materials.

I found that I could evaluate the materials myself at the PMIC, since all materials (except films) were available for preview. Few, if any other sites will have such a library on the topic of parenting. It would be helpful in most sites to have the most frequently used materials available for preview. Few potential users are going to purchase or rent materials without some prior evaluation of the materials. Some users will locate the materials at a lending library. As an instructor, I have found parents to be quite interested in reading on a variety of subjects, but they still ask "what's best on the bibliography?".

From my perspective, the PMIC has done an exceptional job of identifying, analyzing, cataloging, and describing parenting materials for a variety of persons interested in the area. The most pressing problem in parent education, however, has not been the identification of materials resources by potential users. Rather, it has been the problem of informing the public of, and recruiting the public for parent education classes and other events. This is particularly true of members of various cultural and racial minorities. There does appear to be a current market for popular "how to" books on parenting issues, but it is doubtful that the PMIC approach will have an affect on the use of these books since they are already so highly promoted.

It seems that the major use of the PMIC system would be in a growing number of parenting and family life centers and programs. The problem with this approach in most areas, is that the professional readiness far exceeds the consumer readiness. In Austin, for example, at least twenty different groups and/or agencies are prepared to offer parent education activities and classes. Widespread attempts to deliver these services have been marginally successful. The "field" of parent education needs a comprehensive marketing and service delivery strategy.

Now that potential service deliverers have a comprehensive catalog of materials, they need to know which publicity and program ideas work in which situations. They need ideas for coordinating the various parenting education interests in the community. The PMIC plans a major thrust in this direction for the next fiscal year.

The PMIC might undertake a survey of successful parent education programs, cataloging the programs by types of services delivered and user populations. This information would be a useful addendum to the catalog of materials. In the process of gathering such information PMIC staff could study successful methods of marketing parent education programs in various types of communities. With increased expertise in program development techniques, the PMIC could pilot test a consulting/training service.

While the PMIC is not essentially a service program, there is a need to determine the viability of a program consultation service. Potential and current programs may benefit greatly from assistance in the selection of materials, training in the use of the materials, and telephone consultation during implementation phases. This could be accompanied by an expansion of the mail search service.

There are civic organizations such as the Austin Parent-Child Association, and groups such as the Austin Parent Education Association in most cities. These programs are loosly knit, and often exchange newsletters and other information. While these organizations often have the human and financial resources to offer parent education programs in the community, the often lack the full expertise to make such programs happen. On the other hand, in Austin and perhaps other communities, the community school movement seems to be gaining access to a large number of parents. The most successful approaches to parent education that I have seen to date have been through church organizations. While the school systems have not yet decided that family life is included in their domains, and most other human service deliverers deal only with problems in families, the churches do see family life as their domains.

The PMIC is a unique undertaking. While an evaluation of its products and services is still pending, it seems to have the potential to facilitate the new emphasis in parent education that seems to be gathering momentum around the country.

CARLOS PUENTES
October, 1977

OPTICAL COINCIDENCE RETRIEVAL SYSTEM

The optical coincidence retrieval system is used by the PMIC staff and PMIC users to identify parenting information and selectively to retrieve materials based on specific content terms.

The primary objectives of this system are to develop (1) a storage retrieval system that can be replicated; (2) a system that would be low cost in set-up, operation and maintenance; and (3) a system that the layman could use with no special training.

Considering the current volume of parenting materials and its expected growth, I believe the present system meets all of its intended objectives. The system has been replicated at a number of sites and the cost of $700 per site, is reasonable. This consultant reviewed the operation of the system, the sets of coded drilled plastic cards, and the instruction manuals, "PMIC Operator's Manual" and Here's How to Use It". Both instruction manuals are straightforward and clearly show step-by-step the procedure to follow in operating the system.

The user of the PMIC materials should have no problem in using the information and storage retrieval system effectively. The present volume of PMIC's collection of 3,600 materials, and the addition of about 350 to 400 materials per year, allows the optical retrieval system to be easily expanded. The system can handle 10,000 entries, so at the present growth rate, twelve to sixteen years of future use are assured.

An alternative to be considered is a computerized retrieval system. The implementation of such a system at this time is not encouraged due to the low volume requirement and the relative costs associated with it. In the future, a system similar to the one described in the following section of this report could be implemented with high volume user locations.

PMIC COMPUTERIZED PROCEDURES

The present computerized procedure for the PMIC materials catalogue and bibliography data does not meet the requirements of the staff, and, in its present form, is not usable as a management information and retrieval system.

In answer to the specific questions posed by the PMIC staff, let me say that, in the present format, the system is not of practical use. The PMIC "computerized system" consists of a deck of cards that is listed upon request. Tedious manipulations of a large card deck (28,000 cards) are required to add records, update information, or simply change common information, such as publisher's address, in the records. The large number of cards in the deck makes it impractical to sort and obtain reports in any way other than the present organization of the deck. The present SEDL computer facility allows for far more efficient use of computer capabilities and reporting capabilities for the PMIC management personnel.

The questions posed by the staff are best answered by changing the present card-based system to a disk-based system. Such a disk-based system would have the following features: (1) keypunched cards would only be used to enter new records and to update information; (2) high-frequency card handling procedures would be eliminated; and (3) computer runs would be generated upon request in different formats by document number, by author, by publisher, etc. Computer and personnel time to operate the system thus are drastically reduced.

A disk-based system should be able to meet expressed PMIC requirements by:

1. Generating reports in alphabetical order by TITLE.
2. Generating reports in alphabetical order by AUTHOR.
3. Generating reports by SUBJECT.
4. Generating reports by PUBLISHER.
5. Updating master file information randomly.

Update procedures, forms, and reports in a disk-based system should be filed and kept as audit trails. The update procedures should be easy to achieve, eliminating all card deck handling presently required to alter or add information.

In order to convert to a disk-based system, the following steps should be taken:

1. Create a master indexed data file containing pertinent information for each PMIC material.
2. Create a master indexed data file containing publisher information.
3. Compile a list of PMIC staff requests and develop, sort and print programs to meet them.
4. Develop easy-to-use update forms and procedures to maintain the data files.

The initial cost involved in the conversion process would be offset in short order by the savings to be realized in staff time and computer time required to process the PMIC programs.

The present SEDL computer facilities are adequate to house the new recommended disk-based system.

DISK SPACE ALLOCATION AND PROGRAM DEVELOPMENT

The IBM-5440 type disk cartridges have a capacity of 400 tracks (2.45 million bytes). The PMIC materials file and publishers file could be accommodated as follows:

Consider setting up two master files,

5,000	PMIC RECORDS
1,000	PUBLISHERS

5,000 x 256/6,144 = 208 TRACKS

1,000 x 128/6,144 = 20 TRACKS

DATA BASE PROGRAM DEVELOPMENT

1. Program to EDIT and ADD new PMIC material records.
2. Program to UPDATE PMIC material master record.
3. Program to EDIT and ADD to publishers master file.
4. Program to UPDATE publishers master file.
5. Develop various SORTS and LIST programs to meet PMIC staff requests.